



**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH TOTAL  
PHYSICAL RESPONSE METHOD AT SEVENTH GRADE STUDENTS OF MTs  
HIDAYATUSSALAM**

**A SKRIPSI**

*Submitted to Faculty of Tarbiyah and Teaching Training UINSU Medan as a Partial  
Fulfilment of the Requirement for S-1 Program*

**By:**

**IKA NURHALIMAH LBS**

**NIM: 0304162133**

**EDUCATIONAL ENGLISH DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHING TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
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**NIM: 0304162133**

**Advisor 1 :**

Dr. H. Amiruddin MS, MA., MBA., Ph.D  
NIP. 19550828 198603 008

**Advisor 2 :**

**Utami Dewi, M.Hum**

NIP. 1982 0227 200801 2 009

**EDUCATIONAL ENGLISH DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHING TRAINING  
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## ABSTRACT

**IKA NURHALIMAH LBS. 2020. Improving Students' Vocabulary Mastery Through Total Physical Response Method at Seventh Grade Students of MTs Hidayatussalam.**

***Keywords:* Vocabulary, Total Physical Response method**

This research was conducted to describe the improvement of students' vocabulary mastery through Total Physical Response method at seventh grade students of MTs Hidayatussalam in 2020/2021 academic year. The research design used was Classroom Action Research (CAR). The participants of this research consisted of 25 students of VII-1. In this research, the English teacher of MTs Hidayatussalam act as the observer. The research conducted in two cycles, each cycle consisted of two meetings. The research was carried out through four steps; planning, acting, observing, and reflecting. There are two kinds of data, qualitative and quantitative data. The qualitative data were taken from by the interview and observation sheet result, diary notes, and documentation. Meanwhile, quantitative data were obtained from the students' score of vocabulary test, include pre-test, post-test I, and post-test II. The result of data analysis indicated that there was the improvement of students' vocabulary mastery through Total Physical Response method. The students achieved better score in every cycle. The minimum passing grade (KKM) in this school was 75. From the data analyzing, it showed the mean of the pre-test was 56,3, the mean of post test I was 79,4, and the mean of post test II was 83,2. It can be seen that the mean improved in each cycle. The percentage of students' score also increased. In the pre-test, there were just 5 students who achieved score  $\geq 75$  or passed the test (20%). In the post-test I, 17 students successfully passed the test (68%). From the pre test to post test I the increase was 48%. In the post-test II, there were 23 students who passed the test (92%). The increase from the post test I was 24%. The percentage of students' score improved and getting higher in every cycle. In conclusion, the students' vocabulary mastery improved by the implementation of the TPR method. Based on qualitative data analysis, it showed that the students give positive responses to this research. The students enjoy and enthusiast in teaching learning activity. It was found that the implementation of Total Physical Response method can make students easier to memorize the vocabulary, and it makes them can improve their vocabulary mastery. In other words, the Total Physical Response method effective to improve the students' vocabulary mastery.

## ACKNOWLEDGEMENT



Thanks to Allah SWT who has given the researcher his blessing and chance to complete this thesis. Praise and blessing to the prophet Muhammad SAW, who has been my figure to serve Allah SWT.

The aim of the written of this thesis is to fulfill one of the requirements for the S-1 program at English Department of Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera (UIN SU). In completing this thesis, I have faced some obstacles that spend much time for finishing it. I realized that I received many supports and help from many people during the process of completing this thesis. Therefore, I would like to thanks for :

1. Prof. Dr. Saidurrahman Harahap, M.A., the rector of State Islamic University of North Sumatera (UIN SU).
2. Dr. Amiruddin Siahaan, M.Pd., the Dean of Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera (UIN SU), and all staff.
3. Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum., the Head of English Education Department.
4. Dr. H. Amirudddin, MS, MA. MBA. Ph.D., as my first advisor who has spent his time to guided me to finish this thesis.

5. Utami Dewi, M.Hum., as my second advisor who has given me the guidance, motivation, corrections, suggestion, and supports in finishing this thesis.
6. For all the lecturers in English department, especially for the lectures who have taught me in the classroom during my first semester until last semester.
7. My beloved parents, Najamuddin Lubis and Dahlia Hasan. I would like to thanks them from my whole heart. My father and my mother who always beside me for supports, pray, and give me suggestions during the hard time when completing this thesis.
8. My lovely sister, Wilda Fadhilah Lubis, S.Pd., and my lovely brother, M.Hari Fauzi Lubis as my supporter who entertain me when I felt tired in finishing this thesis.
9. Yuli Syahriani, S.Pd., the Head Master of MTs Hidayatussalam.
10. Yoan Nurindah Muthia, S.Pd., the English teacher of MTs Hidayatussalam.
11. All students in class VII-1 in MTs Hidayatussalam.
12. For my sister from another mother, my most precious friends in the world, Cindi Husna Pratiwi and Utari Junisa. They are the most comfortable place for me to deliver my anxiety, who always listen to me in all situations, give motivation, suggestion, and pray for me. Thanks for always beside me.
13. For all of my friends in PBI-5/2016, especially Ade Aprianti, Apriani Syafitri, Devi Winda Sari, and Trisdayanti who always motivated me during finishing this thesis.

14. Special thanks for SEVENTEEN, who always being my mood booster all this time. They always give me spirit through their music. I hope we can being success and reach our goal together, as long as we can.
15. And for everyone who supports and pray for me, whose I can not mention one by one here.

Finally, the researcher realizes that this thesis still has some weaknesses and need suggestion also corrections. It is an honor for the researcher if this thesis was given some suggestions to make this thesis better. In the end, the researcher hopes this thesis helpful for all of us.

Medan, 2020

**Ika Nurhalimah Lbs**

**NIM. 03.04.16.21.33**

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# CHAPTER I

## INTRODUCTION

This chapter presents and discusses the background of study, the identification of problem, the limitation of study, the research questions, the objectives of study, and the significance of the study.

### 1.1 Background of Study

Language is the most important thing for human to communicate, and expressing their idea or opinions with others. Every country has different language, the examples such as France, Dutch, Chinese, Arabic, English, etc. The languages mentioned just now are examples of foreign languages that are widely used by Indonesian people, one of which is commonly used in Indonesia is English.

In Indonesia, students has to learn English from elementary school until university. It shows that English is an important language to master because English has a large influence on technology, social media, education, health etc. This is reason why we have to master English language. There are four aspects that must be mastered in English, namely speaking, reading, listening and writing. But, before mastering these four aspects we must master vocabulary first.

Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language.

<sup>1</sup>Because vocabulary is the most important component of language, so if someone is not able to master vocabulary well then he/she will have problems in these four

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<sup>1</sup> Kristin Natalina Nugraha Bakti, (2018), *Vocabulary Learning Strategies Used by Junior High School Students*, Indonesian Journal of English Language Studies, Vol 3 No.2, Sanata Dharma University, p.1.

aspects or in mastering English. They have to master the vocabulary well and its grammatical to make a good communication in English.

Ideally junior high school students will learn English from their first year, they study it for 3 years. According to the Curriculum 2013, the aim of teaching and learning English in junior high schools is students are able to develop communicative competence in writing and orally, they are expected to be able to communicate both in written and oral form to solve problems in daily life.<sup>2</sup> By studying English, students are expected to be able to speak English well so that they are capable of governing the global science and technology development.<sup>3</sup> To develop students' oral and written skills, vocabulary is needed. Without vocabulary nothing can be said or conveyed. It shows that mastering vocabulary is very important, especially for junior high school students. Based on KTSP, The seventh grade students are expected to master 1000 words after finishing their study in this grade.

Because English is completely different with Indonesian language in the structure, pronunciation, and also vocabulary, there are some problems that occur when teaching and learning vocabulary at school. Creating an interesting learning environment for students is one of the difficult jobs for teachers. The teacher must be able to implement interesting and creative strategies, so that students are interested and enthusiastic in following the lessons.

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<sup>2</sup>Kementrian Pendidikan dan Kebudayaan, (2017), *Sillabus Mata Pelajaran Bahasa Inggris SMP/MTS*, Jakarta: p.4.

<sup>3</sup>Didik Santoso and Pirman Ginting, (2015), *Bilingual Education Programs at Junior High School*, Jakarta: Prenada Media Group, p. 2.

Based on the researchers' interview with the teacher in seventh grade students at MTs Hidayatussalam, students do not achieve the goal of the curriculum, they only master about 500 words. Students had difficulties when memorizing vocabulary. Memorizing the vocabulary is feel difficult and boring for some students. The reason that causes the students to get bored and feel difficulty in learning vocabulary is the use of inappropriate teaching techniques. The technique used before is less effective and looks monotonous. Students only memorize vocabulary once a week, after that the teacher asks students to collect their memorization to the teacher in front of the class. In this way, students forget their memorization quickly. When the teacher asked in another day, they had difficulty remembering the vocabulary they had memorized.

Students also have low motivation in learning English because they feel English is difficult. These problems must be solved because it will affect students' English learning in the future. They will have difficulty in learning four other aspects. One way to solve these problems is apply the appropriate techniques or strategies. Teachers must implement new strategies that can attract students' interest in learning English, especially in learning vocabulary. When the students are highly motivated, they will learn maximally. In line with that, they will have a good achievement in English and be able to use English to communicate.<sup>4</sup>

Based on existing problems, researcher intended to using the Total Physical Response method in learning vocabulary in seventh grade students at MTs Hidayatussalam. With this method, students are expected easier to

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<sup>4</sup>Rusiana, (2016), *Improving Students' Vocabulary Mastery Through TPR Storytelling*, Indonesian Journal of English Language Teaching and Applied Linguistics, Vol. 1 No.1, e-ISSN: 2527-8746, Muria Kudus University, p.50.

memorizing vocabulary and increase their motivation in learning vocabulary. In this method, students will practice vocabulary directly and students will conduct "*Learning by Doing*".

The teacher will give a series of commands in the target language (e.g., jump and clap your hands), while learners are expected to respond with whole-body movements (e.g., to jump while clapping their hands).<sup>5</sup> Learning with this method can make students memorize vocabulary in a short time. Besides that, TPR method can develop students' talents, they are feel free to show their body language and create a have fun learning atmosphere, and also make students excited and focus on the vocabulary that is practiced. Ideally if the teacher used various strategy in teaching and learning process, the students' vocabulary mastery will be up.

Based on the explanation above, the researcher wants to conduct the research to know how Total Physical Response method can improve the students' vocabulary mastery in learning process. With the title **"Improving Students' Vocabulary Mastery through Total Physical Response (TPR) Method at Seventh Grade Students of MTs Hidayatussalam."**

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<sup>5</sup> Khorasgani and Khanehgir, (2017), *Teaching New Vocabulary to Iranian Young FL Learners: Using Two Methods Total Physical Response and Keyword Method*, International Journal of Language Teaching and Learning, Vol 5, Iran: Islamic Azad University, p.92.



## **1.2 Identification of Problem**

Based on the background of the study above, the identification of the problems are :

1. The students were uninteresting in learning English because the media and strategy which used by the teacher looks monotonous for students.
2. The students were difficult to memorize of vocabulary, because they have first impression that English is difficult.
3. Some of students remember the vocabulary words but they forget the meanings.

## **1.3 Limitation of Study**

Based on the background of study that researcher has described, the researcher wants to limit the scope of study. The scope of study is whether Total Physical Response method can improve students' vocabulary mastery or not, especially in noun and verb.

## **1.4 Research Questions**

Based on the identification problem above, the research questions of this research are:

1. How is the improvement of students' vocabulary mastery through Total Physical Response method?
2. How is the application of Total Physical Response method in improving the students' vocabulary mastery?

### **1.5 Objectives of Study**

Based on the research questions above, the objectives of study of this research are:

1. To describe the improvement of students' vocabulary mastery through Total Physical Response method.
2. To describe the application of Total Physical Response method in improving the students' vocabulary mastery.

### **1.6 Significances of Study**

#### **1. Theoretical Significance**

The researcher hopes this research can contribute significantly to the development of linguistics especially in the field of vocabulary mastery, and also this research can give a solution to find out the appropriate method in teaching vocabulary.

#### **2. Practical Significance**

- a. For English teachers, it is expected that this study can make students easier in memorizing vocabulary and to improve their vocabulary mastery. And also make the students more interested in learning English, especially learning vocabulary. So, teacher can adopt this method as one alternative strategy.
- b. For the students, hopefully the implementation of this method can help them to memorize vocabulary easily and they can improve their vocabulary mastery in fun way.

- c. For the other researchers, this study is expected to be used as an additional source especially for those who conduct a research on the students' vocabulary mastery.

## **CHAPTER II**

### **LITERATURE OF REVIEW**

In this chapter, the researcher will give the description of the variables in this research, they are the vocabulary mastery and total physical response method.

#### **2.1 Theoretical Framework**

Some theories are needed to explain the concept in conducting a research. In this research also use some concern and terms that need to explain theoretically. They will be explained in the following part.

##### **2.1.1 Vocabulary**

###### **2.1.1.1 Definition of Vocabulary**

Vocabulary is the most important component of language. So, if we want to master English, learning vocabulary can't be separated. To give more understanding why vocabulary is the most important component of language, we have to see the definition of the vocabulary first. According to Webster's New World, vocabulary is<sup>6</sup>; 1) a list of words and often phrases, abbreviations, inflectional forms that usually arranged in alphabetical order and defined or otherwise identified as an dictionary or glossary, 2) all the words of language, 3) all the word used by particular person socioeconomic groups, profession (in full active vocabulary), 4) all the words recognized and understood, although not necessarily used, by a particular person (in full passive vocabulary), 5) an

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<sup>6</sup>Webster's New World, (2014), *College Dictionary Fourth Edition*, Britain : Webster Collegiate Dictionary, p.1600.

interrelated group of non verbal symbols, sign, gestures that used for communication or expression in particular art, skill and so on. Vocabulary is all the words that a person know or uses.<sup>7</sup>

Vocabulary is the most important component of language because it affects the four language skills; listening, speaking, reading, and writing. In fact, lack of vocabulary can make our reading speed become slowly and also limit our comprehension. Many studies have shown that students with a good vocabulary mastery are more successful in school and also easier to understand the lesson when learning process. Kamil and Hiebert said learning vocabulary is to help students improve their comprehension in English.<sup>8</sup>

In addition, according to George D. Spache, vocabulary is the number variety of words a person hears, recognizes, understands, and uses in his speech and writing.<sup>9</sup> In other theory, Richards and Renandya stated that vocabulary is a core component of language and provides much of the basic for how well learners speak, listen, read and write.<sup>10</sup>

In Alquran Q.S Al-Baqarah: 31-33 :

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾ قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾ قَالَ يَبْنَادُمْ

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<sup>7</sup>Oxford Dictionary, (2008), *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, p. 495.

<sup>8</sup>Kamil and Hiebert, (2005), *Teaching and Learning Vocabulary*, London : Lawrence Erlbaum Associates, p. 27.

<sup>9</sup>George D. Spache, (1964), *Reading in The Elementary School*, New York: Allvn & Bacon, inc., p.326.

<sup>10</sup>Jack C Richards and Willy A. Renandya, (2002), *Methodology in Language Teaching*, Cambridge: Cambridge University Press, p. 255.

أَنبِئُهُمْ بِأَسْمَائِهِمْ ۖ فَلَمَّا أَنبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَّكُمْ إِنِّي أَعْلَمُ غَيْبَ السَّمَوَاتِ وَالْأَرْضِ  
وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ ﴿٣٣﴾

Meaning :

(31) *And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful. (32) They said, "Exalted are You; we have no knowledge except what You have taught us. Indeed, it is You who is the Knowing, the Wise. (33) He said, "O Adam, inform them of their names." And when he had informed them of their names, He said, "Did I not tell you that I know the unseen [aspects] of the heavens and the earth? And I know what you reveal and what you have concealed.*

The verses describe the first education process of Prophet Adam that is given by Allah SWT. It proves that Allah SWT has provided education from the first human being on earth, the prophet Adam. The first verse shows that the prophet Adam did not know anything when he was newly created. We can see from the meaning of verses above that learning the vocabulary that Allah taught for Adam was the names of all things. It is proven that human can interact and communicate with others well if they know the names of all things.

In Alquran, Allah also tell us how important to learning vocabulary in Q.S An-Nahl: 103 :

وَلَقَدْ نَعْلَمُ أَنَّهُمْ يَقُولُونَ إِنَّمَا يُعَلِّمُهُ بَشَرٌ لِّسَانُ الَّذِي يُلْحِدُونَ إِلَيْهِ أَعْجَمِيٌّ وَهَذَا لِسَانٌ عَرَبِيٌّ  
مُّبِينٌ ﴿١٠٣﴾

Meaning :

*And We certainly know that they say, "It is only a human being who teaches the Prophet." The tongue of the one they refer to is foreign, and this Qur'an is [in] a clear Arabic language.*

This verse describe that human has to master foreign language, and their own language. And for master the language we must master vocabulary first. In hadist, Rasulullah SAW said :

عَنْ أَبِيهِ عَنْ خَارِجَةَ بْنِ زَيْدٍ بْنِ ثَابِتٍ عَنْ أَبِيهِ زَيْدٍ بْنِ ثَابِتٍ قَالَ أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ لَهُ كَلِمَاتٍ مِنْ كِتَابِ يَهُودَ قَالَ إِنِّي وَاللَّهِ مَا آمَنْتُ يَهُودَ عَلَى كِتَابِي قَالَ فَمَا مَرَّ بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ فَلَمَّا تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ قَالَ أَبُو عِيسَى هَذَا حَدِيثٌ حَسَنٌ صَحِيحٌ

Meaning :

*From Kharijah bin Zaid bin Tsabit, from his father; Zaid bin Tsabit, he said: "Rasulullah Sallallahu alaihi Wasallam told me to study - for him - sentences (language) from the book (letter) of the Jews, Rasulullah said: " By Allah, I do not feel safe from [betrayal] of the Jews. for my letter. " So in less than half a month, I was able to master their language. When I have mastered it, then if its writing letters to Jews then I write to them. And when they wrote letters to him, I read them to him. " Abu Isa said this hadith is hasan shahih. (HR. At-Tirmidzi: 2399)*

Rasulullah SAW prescribe Muslims to learn foreign languages so that Muslims would be safe from the tricks of other nations and to preach Islam to the

world. To master foreign language, we have to master vocabulary first and then the other aspects, such as speaking, reading, listening, and writing.

From some definitions above, the researcher concluded that vocabulary is group of words which most important in a language and has function to build a communication or interaction. Vocabulary is basic for human life to do speaking, reading, listening and writing.

### **2.1.1.2 Vocabulary Mastery**

According to Longman, the word “mastering” is derived from the word “master”, which means that to become skilled or proficient in the use of mastery is complete control or power over someone or something through understanding or great skill<sup>11</sup>. Mastery something means we have ability or competence to comprehend it deeply. By mastering many vocabularies, students will able to do conversation, or writing with simple sentences. Vocabulary mastery is needed to express our ideas and to be able to understand what people’s saying.<sup>12</sup>

While, According to Butterfield, mastery means the skills or knowledge in a subject that makes one master it well. Furthermore, mastery learning is a philosophically based on approach to design of classroom environments that is currently creating controversy in the educational research and development community.<sup>13</sup>

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<sup>11</sup>Longman, (2007), *Advanced American Dictionary*, England : Pearson Education Limited, p. 984.

<sup>12</sup>Mofareh Alqahtani, (2015), *The Importance of Vocabulary in language learning and How to be Taught*, International Journal of Teaching and Education, Vol III, No.3 p.21.

<sup>13</sup>J. Butterfield, (2007), *Collin English Dictionary Plus Good Writing Guide*, Great Britain: Harper Collins Publishers, p.56.



From the definition above, it can be concluded that vocabulary mastery is the ability or competence in memorize vocabulary of a language and comprehend it. To mastering English, vocabulary mastery is very important. Before mastered the four aspects; speaking, reading, listening and writing, we must master vocabulary first, because without vocabulary nothing can be conveyed and we can not speak in English.

### **2.1.1.3 The Types of Vocabulary**

In learning English, vocabulary is the basic of learning four skills; speaking, writing, listening, and reading. There are many classifications of vocabulary that stated by experts. According to Mary Finocchiaro, vocabulary has two types; 1) Function word needs to be learned as quickly as feasible (in a logical order and sequence, however), and 2) Content words can be learned in small groups around “life” situations.<sup>14</sup>

In addition, Jo Ann Aebersold and Marry Lee Field classified vocabulary into active vocabulary and passive vocabulary.<sup>15</sup>

- a. Active vocabulary; is all of the words a students’ produces during any lesson or event in latter lessons. This term is used in speaking or writing appropriately it is called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students must know and be able to use grammar of the target language; they also must be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills.
- b. Passive vocabulary; is all of the words a student hears or reads. It refers to language items that can be recognized and understood in the context of reading or listening, and are also called as receptive vocabulary.

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<sup>14</sup>Mary Finocchiaro, (1989), *English as a Second Language from Theory to Practice*, New Jersey: Englewood Cliffs, inc., p.21.

<sup>15</sup>Jo Ann Aebersold and Mary Lee Field, (1997), *From Reader to Reading Teacher*, Cambridge: Cambridge University Press, p.139.

Besides those types just mentioned, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into topic-specific or content-specific vocabulary. Topic specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to the topic of the text.<sup>16</sup>

Meanwhile, Gass and Selinker stated that vocabulary is divided into two types, namely potential vocabulary and real vocabulary. 1) Potential vocabulary consist of words learners will recognize even though they have not seen them in second language, and 2) the real vocabulary is words the learners are familiar with after (and because of) exposure.<sup>17</sup>

In other reference, Djalínushah and Azimar Enong classified vocabulary into two types, namely general vocabulary and special vocabulary. 1) General vocabulary is of the words that are used in general. There is no limit of field and user, and 2) Special vocabulary is that the words that are used in the certain field and job, profession of special science and technology.<sup>18</sup>

After all of the classification of the types of vocabulary by experts above, we know that vocabulary is the most important component in a language. With vocabulary we can communicate to express our idea or opinion, vocabulary is tool of communication in a language. Experts have different statements of the kinds of vocabulary but the point is same. It is reasonable because every human have different ideas and opinions.

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<sup>16</sup>Ibid.

<sup>17</sup>Susan M. Gass and Larry Selinker, (2001), *Second Language Acquisition: an Introductory Course Second Edition*. New Jersey: Lawrence Erlbaum Associates Inc., p. 374.

<sup>18</sup>Djalínushah and Azimar Enong, (1980), *Tata Bahasa Inggris Modern dalam Tanya Jawab*, Jakarta: CU. Miswar, p. 81.

### 2.1.1.4 Teaching Vocabulary

Vocabulary is the most important component in a language, without vocabulary nothing can be conveyed. Thus, we need vocabulary to do communication with others. We have to know the vocabularies to build a sentence, to express our idea or asking about information, etc.

In learning vocabulary, students hope that it will be fun and easy. But in fact, they are get bored when learning vocabulary and feel difficult to memorizing vocabulary. The teacher have to apply some techniques that make students easier to memorizing new vocabulary. According to Harmer there are some technique can help teacher to explain new vocabulary, they are:<sup>19</sup>

- a. Realia; this is the word to refer the use of real objects in the classroom. Thus the words “book”, “pencil”, or “chair”, can be easily explained by showing students a book, a ruler, or a chalk. This is clearly satisfactory for certain single words, but the use of realia is limited to things that can be taken easily from the classroom.
- b. Pictures; are clearly indispensable for the language teacher since they can be used in so many ways. Pictures can be used to explain the meaning of vocabulary items: the teacher can draw pens, rulers, pencils, and books in the blackboard/whiteboard, or have magazines picture of trucks, bicycle, train, or bus onto cardboard. The teacher might bring in a wall picture showing three people in a room that could be used for introducing the meaning of the sentence, for instance: there are three people in the classroom.
- c. Mime, action, and gesture; it is often impossible to explain the meaning of words and grammar either with realia or in picture. An action, in particular, is probably better explained by mime. Gesture is useful for explaining words like “from”, “to”, etc. Or indicating that the past is being talked about (the teacher gestures backwards over his shoulder)
- d. Contrast; a visual element sometime may not be sufficient to explain meaning and contrast can be used. Thus, the meaning of “full” is better understood in the context of “empty”, “big” in the context of “small”, etc.
- e. Enumeration; the word “vegetable” is difficult to be explained visually. However, the teacher rapidly lists (or enumerates) a number of vegetables, the meaning will become clear. The same is true of a word like “clothes”.

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<sup>19</sup>Jeremy Harmer, (1989), *The Practice of Language Teaching*, London: Longman, p. 85-86 .

- f. Explanation; explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanations. It will be important in giving such explanations to make sure that the explanations include information about when the item can be used. For example, it would be unsatisfactory just to say that “mate” is a word for “friend” unless you point out that it is colloquial informal English and only be used in certain context.
- g. Translation; for many years, translation went out of fashion and was considered as something of sin. Clearly, if the teacher is always translating, this will impede the students’ learning since they want to hear and use the target language, not their own. Nevertheless, it seems silly not to translate if by doing so; a lot of time can be saved. If the students do not understand a word and the teacher cannot think how to explain it, they can quickly translate it.

In addition, Finnochiaro stated the steps in teaching vocabulary are :<sup>20</sup>

- a. Whenever a familiar word is met in a new context, it should be taught again and practiced. A review or mention of the known of the words should be made so that, the students will understand the contrast. If possible, only one context should be thought at the time.
- b. Vocabulary items should be taught in the some way. The teacher gives their students understanding of the meaning in many ways.
- c. Vocabulary should be practiced as structures are practiced in situation drills, question, and answer.

When teaching vocabulary, it is important to give advice to students to regularly go back and review the words that they have memorized. This repetition is essential for learning a word. At the end of lesson, go back and review all words that learned today and also review all words that they have learned so far.

#### **2.1.1.5 Principles for Teaching and Learning Vocabulary**

There are seven principles in teaching and learning vocabulary as follows :<sup>21</sup>

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<sup>20</sup> Finnochiaro, (1974), *The Foreign Language Learner: A Guide for Teacher*. New York: Regent Publishing Company, Inc., p.73.

- a. Emphasize direct and indirect teaching.
- b. Teach vocabulary before a new activity.
- c. Teach how to use context clues appropriately.
- d. Present multiple exposures to new vocabulary items.
- e. Working with information at a high cognitive and personal level refers to deep processing.
- f. Teach students to use dictionary.
- g. Using vocabulary notebooks.

Based on the explanation above, we know that there are seven principles of teaching and learning vocabulary that teachers can use. The teachers are expected to teach vocabulary maximally by using these principles.

#### **2.1.1.6 The Problems of Learning Vocabulary**

Besides the uncomfortable learning atmosphere and the use of inappropriate techniques, there are several factors that cause students to feel difficult when learning vocabulary, some of the problems that often occur are as follows:<sup>22</sup>

The first is *Pronunciation*, research shows that words which are difficult to pronounce are more difficult to learn. Words that are potentially difficult are usually words that contain sounds unfamiliar for some students. The second is *Spelling*, words containing silent letters are very problematic, such as "foreign, listen, up, be honest", etc. Sound-spelling mismatches tend to be due to errors,

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<sup>21</sup> Caroline T Linse and David Hunan, (2006), *Practical Language Teaching: Young Learners*, New York: McGraw-Hill, p.123-127.

<sup>22</sup> Scott Thornbury, (2002), *How to Teach Vocabulary*, Essex: Longman, Pearson Education, p. 27-29.

both pronunciation and spelling can contribute to difficulties of the word. Although most English spellings are quite law-abiding, there are some striking gaffes.

The third is *Length and Complexity*, long words are more difficult to learn than the short words, and variable pressure from polysyllabic words is also difficult. For example: "necessary, necessity, necessarily". The fourth is *Grammar*, grammar is one of the problems related to the words, especially if this is far different from the equivalent of the mother language.

The fifth is the *Meaning*, when two words overlap in meaning, the student tends to confuse those words, or it is called a word with a lot of meanings such as 'since' and 'still', also make students had difficulties. And the last is *Range, Connotation, and Idiomatic*, words that can be used in various contexts will generally be considered easier than their synonyms with a narrower range.

Memorizing vocabulary considered easy for some students. But this is one of the most difficult thing when we learn a foreign language. We not only memorize it but we must also know the meaning, pronunciation and its grammatical. These things make students feel difficult when learning vocabulary. If we can not find the appropriate method for teaching vocabulary, it causes student will lack of vocabulary and can not communicate in English.

## **2.1.2 Total Physical Response**

### **2.1.2.1 Definition of Total Physical Response**

Total Physical Response (TPR) is one method of learning foreign language created by a psychology professor at San Jose State University, James

Asher. According to Richards and Rogers,<sup>23</sup> Total Physical Response is a language teaching method built around coordination of speech and action, it attempts to teach language through physical activity. It combines language and gesture, thus making language acquisition more natural and memorable.<sup>24</sup>

Richards and Rogers also said that Total physical response is limited to the *trace theory* of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled.<sup>25</sup> Larsen and Freeman stated that the TPR is an approach to understanding a foreign language with instructions or orders.<sup>26</sup> Total Physical Response (TPR) is an approach to understanding because during learning process the teacher will give students instructions or commands that can improve students' comprehension of the vocabulary which taught.

Because of the reason, TPR method is suitable method to teach vocabulary to students. TPR more focus on directly practice of physical activity and movement or body language. More intense stimulation of memory is given for students will affect their memory will be stronger then vocabulary easier to remember. In other words, TPR is a language teaching method built around the

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<sup>23</sup>Jack, C. Richards and Theodore S.Rodgers, (2001), *Approaches and Methods in Language Teaching: A Description and Analysis*, University of Cambridge, p.87.

<sup>24</sup> Savic Vira, (2016), *Total Physical Response (TPR) Activities in Teaching English to Young Learners*, Физичка култура и модерно друштво, пос. изд, књ. Serbia : University of Kragujevac. p.447.

<sup>25</sup> Jack, C. Richards and Theodore S.Rodgers, op.cit, p.87.

<sup>26</sup>Larsen, D., and Freeman, (2000), *Technique and Principles in Language Teaching*, New York: Oxford University Press, p.107.

coordination of speech and action, it attempts to teach language through physical (motor) activity.<sup>27</sup>

In Alquran Q.S Al-Maidah: 31 :

فَبَعَثَ اللَّهُ غُرَابًا يَبْحَثُ فِي الْأَرْضِ لِيُرِيَهُ كَيْفَ يُورِي سَوْءَةَ أَخِيهِ قَالَ يُوَيَّلَتِي أَعَجَزْتُ أَنْ أَكُونَ مِثْلَ هَذَا الْغُرَابِ فَأُورِيَ سَوْءَةَ أَخِي فَأَصْبَحَ مِنَ النَّادِمِينَ ﴿٣١﴾

Meaning :

(31) *Then Allah sent a crow searching in the ground to show him how to hide the disgrace of his brother. He said, "O woe to me! Have I failed to be like this crow and hide the body of my brother?" And he became of the regretful.*

In this verse, it is explained that God ordered the crow to dig the ground to bury another crow. Qabil saw that and then imitated the crow to bury his brother. This proves that humans learn from imitation. Humans tend to imitate the action and learn from it. This explanation is related to the definition of the Total Physical Response method where students will make movements by imitating the movements of the teacher to improve their vocabulary mastery.

Based on the explanations above, the researcher concludes that Total Physical Response is a method that students will practice vocabulary directly, students will conduct "*Learning by Doing*" in learning process. And also students will show their body language, and it make them more active and creative to express their body language when practice the vocabulary. This method can help the students to learning vocabulary in fun way.

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<sup>27</sup>H.P.Widodo, (2005), *Teaching children using a Total Physical Response ( TPR) method: Rethinking*, Bahasa dan Seni Journal, p.237.



### 2.1.2.2 Principles of Total Physical Response

According to James T. Asher, there are four principles of Total Physical Response method,<sup>28</sup> the first is languages are best learned when the learner receives lots of comprehensible (understandable) or comprehension must be developed first before learners are asked to speak. The second is comprehension and memory is well acquired through physical movement. The third is beginning language learners can benefit greatly from a *silent period* in which they learn to understand and response to parts of the language without attempting to speak it. And the last is meaning in the target language can be conveyed through actions, memory is activated through learner response.

When using TPR method in teaching vocabulary, teachers will give instructions or commands then students will imitate the mimic of vocabulary words as they listen in the target language. The stimuluos that given make students' brain and their movement will connect in same time. So, students who learn vocabulary through TPR method will remember the lesson in a long time.

### 2.1.2.3 Procedures of Total Physical Response

In learning vocabulary through TPR method, teacher will give commands and instructions to students and repeated until all students remember the vocabulary words. The procedures are <sup>29</sup>:

1. Review this was a fast-moving warm-up which individual students were moved with commands.

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<sup>28</sup>James T.Asher (1992), *Innovative Approaches to Language Teaching*, Massachussets: Newbury House Publisher, p.20.

<sup>29</sup>Jack C, Richards and Theodore S. Rodgers, op.cit, p.95.

2. New commands these verbs were introduced.
3. Role reversal students readily volunteered to utter commands that manipulated the behavior of the instructor and other students.
4. Reading and writing, the teacher wrote on the board each new vocabulary item and a sentence to illustrate the item. Then the spoken each item and acted out the sentence. The students listened as they read the material and some of students write the vocabulary or material in their notebooks.

#### **2.1.2.4 Advantages of Total Physical Response**

According to Ben Shearon, there are some advantages of using Total Physical Response method as follows:<sup>30</sup>

1. The TPR instruction is easy to implement and no translation. It helps both students and teacher make the transition to an English Language Environment.
2. No disadvantage for academically weak students: TPR does not depend on the "left or right brained", as it gives all students a chance to shine in a new environment.
3. Lowers students affective filter and stress level: TPR does not require a spoken response from students. Also, if this was carried out effectively, students always understand what is happening during the Total Physical Response method, which results in increasing their confidence level and lowering their affective filter.

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<sup>30</sup>Ben Shearon (2016), *Total Physical Response: A Short Introduction (Electronic Version)* by James Asher, p.2.

4. The repetition acts as a disguise, where there will be more effective input. A skillful use of Total Physical Response allows us to drill language targets repeatedly without losing students interests.

#### **2.1.2.5 Disadvantages of Total Physical Response**

There are some disadvantages of using TPR method stated by Ben Shearon, as follows :<sup>31</sup>

1. Students who did not use these things may find it embarrassing. This may be the case, where the teacher prepared students to do some actions, the students feel happier about copying.
2. This method is suitable for beginner learners, where it is clear that TPR is suitable for children at the lower level because of the target language lends itself in the activities. It is also used for the intermediate and advanced learners. For example, when teaching "how to walk" (stumble, tiptoe, and stagger), and teach cooking verbs to the Intermediate students. (stir, grate, and etc).
3. When teacher uses TPR, they will have trouble teaching abstract vocabulary or expressions.

#### **2.1.2.6 The Implementation of TPR Method**

According to Silver, using TPR method in lesson must include three steps: teaching/learning, practicing or rehearsing, and testing or evaluation.<sup>32</sup> During learning vocabulary process, the teacher will give commands or instructions. When doing it, teacher must say it clearly and consistently, such as when the

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<sup>31</sup>Ibid.

<sup>32</sup>Silver, M., Adelman, B., and Price, E., (2003), *Total Physical Response: A Curriculum for Adults*. In English Language and Literacy Center, St. Louis, MO 63105, p.7

teacher says, “touch the desk” teacher needs to accompany her words by touch to the desk by herself. During practicing, the teacher needs to use the words and imperative actions continuously. Teacher have to build a good communication to students for establish students’ understanding and also their confidence in practicing vocabulary through communication with action. The last step in TPR method that stated by Silver is evaluation. The teacher will control and see if the students can practice the vocabulary words that has been taught without shame or hesitate.

### **2.1.2.7 Problem in Teaching Using TPR Method**

The good learning process is learning done with two-way communication. The teacher must be able to establish good communication with students and students do what is instructed by the teacher. Besides that, students are also expected to be brave to express their opinions on the lesson being taught, such as the students’ lack of understanding of the material, etc. In field, many students are not brave and unable to do that, and this causes problem in the learning process.

In TPR method, students will be instructed to practice vocabulary directly. TPR provides a greater emphasis on forms of command instruction that is easy to use by the teacher and understood by students because it is done with the demonstration.<sup>33</sup> Certainly some of students don't want to practice it directly, they are can't do it because of shame or any other factor. They afraid of the comments of the teacher and the other students of the movements that they do. As time passes, students begin to feel that it will be fine. If this method is successful, it

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<sup>33</sup>Fahrurrozi, (2017), *Improving Students’ Vocabulary Mastery by Using Total Physical Response*, English Language Teaching, Vol. 10, No.3, ISSN 1916-4742, Jakarta : Canadian Center of Science and Education. p.120.

will create a fun atmosphere in learning process and students who are less interested at the first will initially join to do the movements. Moreover, if they see the teacher doing the same movements as the movements they do.

## **2.2 Conceptual Framework**

In learning English, there are four skills should be mastered, namely speaking, writing, listening and reading. Before mastered these four skills, students should master vocabulary first. Vocabulary is the most important component of language. Without vocabulary nothing can be said and we can't communicate. It is reason that mastering vocabulary is important for students.

In teaching vocabulary, English teacher should use an appropriate technique. The using of appropriate technique or method in teaching vocabulary is important thing for students in learning vocabulary. Students often faced difficulties in learning vocabulary because the teaching technique that used is monotonous, it make student get bored when teaching learning process. It is the reason why students difficult to mastering vocabulary.

Students are expected to master the vocabulary and they know that. But, they don't have comprehension of what is actually learning vocabulary and how to remember the vocabulary in a long time. Students have difficulties in memorize new vocabulary because English language is completely different with Indonesian language. The teacher should be find the appropriate method, inovative and up to date for teaching vocabulary.

Total Physical Response is one method that can improve the students' vocabulary mastery. Total Physical Response (TPR) is a method of teaching vocabulary that focus on movement. It can make students feel enjoy and

enthusiastic in learning new vocabulary. In TPR method, teacher will give commands or instruction and students will practice vocabulary directly. It is a fun way to teach vocabulary.

### 2.3 Related of Study

In this study, the researcher takes three related researches as follows :

1. Ika Rahmadani Lubis. 2017. *Improving Students' Vocabulary Mastery By Using Fly Swatter in The First Grade of MTs Persatuan Amal Bakti (PAB) 1 Helvetia.*

In this study, the researcher was used classroom action research. The samples was 49 students of MTs PAB 1 Helvetia. The aim of this study was to improve students' vocabulary mastery by using fly swatter game. The result of the data analysis showed that the mean of the pretest were 53.3. The mean score of first post-test was 70.9, and the mean score of post test in second cycle was 83.5. In pre test, there were 4 students who passed Minimum Mastery Criterion (8,16%). In the cycle I, there were 27 students who passed Minimum Mastery Criterion (55.1%). In the post-test of cycle II there were 42 of 49 students who passed Minimum Mastery Criterion (85.7%). It indicated that the application of fly swatter game was effective to increase students' vocabulary mastery.

2. Nikmah Hayati Tanjung. 2018. *Improving Students' Vocabulary Mastery Through English Newspaper Articles at Eighth Grade of MTs Babul Ulum Medan Labuhan.*

This study was conducted at MTs Babul Ulum in Medan Labuhan. The researcher used classroom action research in this study. The purpose of the research was to know and describe how English newspaper articles can improve

students' vocabulary mastery. The samples was 30 students of VIII-1 at MTs Babul Ulum. The result of this research shows that using English newspaper articles can improve students' vocabulary mastery. The data showed that passing grade of English lesson was 75%. The mean of the cycle I was 70,50 and the mean of cycle II was 86,33. In the post-test of first cycle, students who got 75 were 13 students (43,33%). The post-test of second cycle, students who got 75 were 30 students (100%). It can be concluded that learning vocabulary through English newspaper can improve students' vocabulary mastery.

3. Misra Fadhilah. 2011. *The Effectiveness of Teaching Vocabulary Through Total Physical Response Method*.

The study was conducted at MTs Khazanah Kebajikan Pondok Cabe Ilir, Jakarta. The samples of this study consisted of 30 students of seventh grade at MTs Khazanah Kebajikan Pondok Cabe Ilir. The researcher was used experimental method. The aim of this research was to know the effectiveness of TPR method in teaching vocabulary. This study also discussed the differences of the students' vocabulary mastery learnt through Total Physical Response method and the students' vocabulary mastery learnt by using Grammar Translation method. Based on the result of the research, using the Total Physical Response method was quite success than using GTM method in teaching vocabulary. Because there was significance influence of using TPR method in teaching vocabulary (  $H_a$  accepted ).

4. Fahrurrozi. 2017. *Improving Students' Vocabulary Mastery by Using Total Physical Response Method*.

The aim of research was to describe how Total Physical Response method can improve students' vocabulary mastery in third grade students at SD Guntur 03 South Jakarta, Indonesia. The sample of this research consisted of 40 students. The researcher used classroom action research method. The data analysis showed that the percentage of learning outcomes in the cycle I was 74.13% and in cycle II was 83.38%. In cycle I the improvement reached 64.29% and in cycle II the improvement reached 87.14%. It shows that the implementation of TPR method can improve the students' vocabulary mastery. The application of TPR method in teaching vocabulary was effective in SD Guntur 03 South Jakarta.

5. Juwita. 2019. *Improving Young Learners' Vocabulary Mastery by Using Total Physical Response With Object (TPR-O) Technique*.

The research was used classroom action research. The purpose of this research was to know how the use of TPR with objects can improve students' vocabulary mastery. This research was conducted at SDN 56 Bengkulu and the sample consisted of 24 students at fifth grade. There are two cycles in this research. The result of this study showed that the using of TPR-O method can improve students' vocabulary mastery because there was an increase from 56.4% to 80.7% on students' vocabulary mastery.

## **2.4 Hypothesis**

Based on the explanation of the theoretical and conceptual framework above, the hypothesis of this research is the using of Total Physical Response (TPR) method in teaching vocabulary can improve the students' vocabulary mastery.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter will discuss the research design, the research setting and subject, the research procedures, technique of collecting data, technique of data analysis, and trustworthiness in this research.

#### 3.1 Research Design

The research design of this study used classroom action research (CAR). Action research is a activity of research that does in a classroom when teaching learning process. Action research is done with purpose to improve learning quality. Action research focused on class or on teaching learning process in the classroom.<sup>34</sup> The researcher used CAR because the problem of this research was came from teaching learning process in the classroom.

According to Suharsimi, definition of classroom action research is consist of the combined definitions of three words, Research, Action and Class :<sup>35</sup>

1. Research, is an activity to observe an object by using method and specific to obtain data or information in solving a problem.
2. Action is intentional activity with the specific purpose, the action implement in a series cycle.
3. Class is a group of students in the class, the students study not only in limit area but also in other place such as laboratory, study tour, etc.

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<sup>34</sup>Candra Wijaya and Syahrin, (2013), *Penelitian Tindakan Kelas*, Bandung : Citapustaka Media Perintis, p.39.

<sup>35</sup>Suharsimi Arikunto, (2007), *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, p. 2-3.

Thus, from the combined of three definition above, classroom action research can be interpreted as the research that focus on teaching learning process in a classroom. Ferrance stated that action research is a investigation for knowledge about how to improve, and it needs people on the process to improve the skills, techniques, and strategies.<sup>36</sup>

Based on the definitions above, the researcher concludes that Classroom Action Research (CAR) is a research activity does to find the solution of the problems faced by English teacher in teaching learning process. CAR expected to make the teaching learning process to be better and achieve the goal of learning process itself. It makes our teaching ability can improve and also improve students' ability in learning English.

### **3.2 Research Setting and Subject**

This research was conducted at MTs Hidayatussalam. The school located in Jl. Puskesmas Dusun VII No.103 Kec. Percut Sei Tuan, Kab. Deli Serdang, North Sumatera. This location was chosen because the researcher found the problem of the research in this school. When the researcher interviewed the teacher, it found that the students lack of vocabulary. The students had the difficulties in learning vocabulary. The students feel English is difficult and memorize vocabulary is boring. It is reason why teacher have to apply new teaching strategy to attract attention of students and motivate them in learning vocabulary. Also the English teachers in this school never use media or another teaching strategy in learning vocabulary.

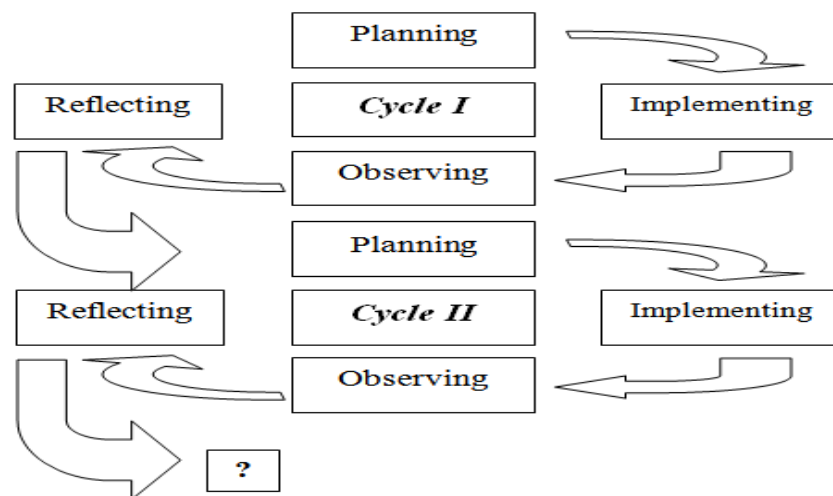
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<sup>36</sup>Ferrance, E., (2000), *Action Research*, Brown University: Northeast and Islands Regional Educational Laboratory, p.2.

The samples or subjects of this research were the seventh grade students of MTs Hidayatussalam in academic year 2020/2021, which consist of 25 students. There are two classes, and the researcher chose to conduct the research in VII-1. The researcher chose VII-1 as the subject because based on the interview with the teacher, students in this class had difficulties in learning vocabulary.

### 3.3 Research Procedures

In this research, researcher used classroom action research designed by Kurt Lewin. CAR consist of four steps, they are planning, acting/implementing, observing, and reflecting. These steps conducting in two cycles. It can be seen in the figure below :



**Figure 3.1 Action Research Model**

The research procedures are conduct in two cycles. Every cycle consist of four steps, they are planning, action, observation, and reflection. Before the cycle I begun, the researcher give pre-test for students to identify the basic knowledge of students' ability in vocabulary.

## **Cycle I**

### **1) Planning**

Planning was arranged for doing something, that considered or prepared before the event. It has aim as a handbook will use in the classroom to conduct the action. The activity that were done in planning, as follows :

- a. Prepared the lesson plan related in teaching vocabulary.
- b. The researcher also prepared the material and media for teaching in the classroom.
- c. Conducting pre-test, to know the students basic ability in mastering vocabulary.
- d. Conducting a test of vocabulary mastery by TPR method at the end of meeting.
- e. The researcher would prepare the instrument for collecting data, such as observation sheets, diary notes, and so on.
- f. Planning and designing the application of teaching vocabulary by TPR method.

### **2) Acting**

Acting means process of doing something. It was the implementation of planning that prepared before. The researcher conduct the action based on the lesson plan that was made. In the implementation of the action, the researcher acts as English teacher in the classroom. The researcher taught the vocabulary through Total Physical Response (TPR) method. In this phase the researcher and the teacher collaborate to doing the action that already planned. The collaborator acts as observer who observe the activities during the action. The

students will learning vocabulary by using TPR method to improve their vocabulary mastery. The activities that has been planned will be done in two meetings for the cycle I.

### **3) Observing**

The third phase is observing. Observing discussed the process of observe the teaching learning process in the classroom. this observation is done by English teacher as the observer. There are many aspects should be observed, such as: students' attitude, students' response, students' activities, class situation, etc. In this phase, the researcher should notes all activities that happen during teaching learning process.

### **4) Reflecting**

After the implementation of action, the researcher will do reflection. The researcher should analyze the data of teaching learning process. By analyze the data, the researcher can see the problems solved or not. If the first plan was unsuccessful, the researcher should re-planning the next plan to solve the problems and get the better result. The successful actions before can apply in the next cycle but the unsuccessful actions were changed into the new ones which more suitable.

## **Cycle II**

After the implementation of planning, acting, observating, and reflecting in cycle I, the researcher continue to cycle II. The procedures in cycle II is similar with cycle I. In this cycle the researcher will taught the vocabulary with TPR method deeply. The Cycle II is done if there is students who don't have any

improvement of vocabulary in cycle I. If in this cycle still has problem, the researcher should continue to next cycle until the problem solved.

### 3.4 Technique of Collecting Data

Data collection technique was written document viewing the specific procedure to be used to gather the evaluation information or data.<sup>37</sup> To obtain the valid data, the researcher used some instruments. In this research were used quantitative and qualitative. In quantitative data, the instrument used was vocabulary test and in qualitative data were used observation sheet, interview, diary notes and documentation.

#### 1. Quantitative

##### a. Test

Test is questions that used to know the students progress in learning vocabulary. There are two test used; pre-test and post-test. Pre-test is given to students before the implementing of TPR method. The pre-test used to measure students' vocabulary abilities at first, before they learn vocabulary with TPR method. The post test is given to students after the treatment by using TPR method as new method in teaching vocabulary. Post-test is used to checking the progress of students after learning vocabulary through TPR method. Post test is done at the end of every cycles.

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<sup>37</sup>Nikmah Hayati Tanjung, (2018) , *Improving the Students' Vocabulary Mastery Through English Newspaper Articles at Eighth Grade of MTs S Babul Ulum Medan Labuhan*. p.31.

The test is consist of twenty five questions in the form of multiple choices. The questions divided into three categories: easy, middle, and difficult. The test is given to students at the end of lesson, and the researcher give 30 minutes to them to finish it. The researcher makes the test in the form of sheet, when test section the researcher will give the sheets of test to students and students have to answer the questions according to the material they had learned.

## **2. Qualitative**

### **a. Observation Sheet**

Observation is a process to observing the activity of students during teaching learning process.<sup>38</sup> According to Sukardi, observation sheet is techniques which are emphasize on the use of the sense of sight<sup>39</sup>. There are two types of observation sheets, for observing teacher activities and student activities. When observation conducted, the researcher collected the data from the teaching and learning process, it was collected from the observation sheet when the teacher joined the class. In observation sheet, the observer can answer 'yes or no' based on the questions there. The observer has to fill the observation sheet by giving the checklist mark in the column of the answer. The answer 'yes' or 'no' is given based on the situation when the observation was conduct.

### **b. Interview**

Interview is dialogue that was done by researcher to obtain information from teacher and students. The researcher asks the teacher before and after the

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<sup>38</sup>Ibid, p.32.

<sup>39</sup>Sukardi, ( 2011), *Evaluasi Pendidikan Prinsip dan Operasinya*. Jakarta : Bumi Aksara, p. 89.

implementation of TPR method. Interview is done to gain the information of problem faced by students in learning vocabulary, teaching and learning situation in the classroom, and the methods that usually used by the teacher in teaching vocabulary. The researcher also asks the students to know their responses after learning vocabulary through TPR method.

c. Diary Notes

Diary notes are contained the evaluation of researcher personally. Diary notes are notes that written by researcher during the research process. Diary notes recorded the important moments and others during teaching learning process. Diary notes has function to make researcher easier to know improvement of students' vocabulary mastery.

d. Documentation

Documentation is taking of several pictures or images as proof during teaching vocabulary through TPR method. The purpose of documentation is to show the teaching learning process in the classroom.

### **3.5 Technique of Data Analysis**

In this research, researcher applied quantitative and qualitative data. Quantitative data was found by analyzing the score test of the students. To assess the students improvement in mastering vocabulary, the researcher provide 25 questions in the form of multiple choices, and the students will answer it in 30 minutes. In scoring vocabulary test, it is determined that the ranging from 0-100 by accounting the correct answer. The correct answer is given 4 while the wrong answer is given 0, by applying the following formula :



$$S = \frac{R}{N} \times 100$$

Where:

S : Score

R : The number of correct answer

N : The number of question

Next, to know the means of students' score in each cycle, the researcher would apply the following formula :

$$\bar{X} = \frac{\sum X}{n} \times 100\%$$

Where :

$\bar{X}$  : The mean of students' score

$\sum X$  : The total score

N : The number of students

Then, to get the percentage of class that passed the minimum mastery level criterion (KKM) considering English subject gains score 75 (seventy five), the researcher applying the following formula:

$$P = \frac{R}{T} \times 100$$

Where :

P : The percentage of students who get point 75

R : The number of students who get point 75 above

T : The number of students who took the test

The data was taken from students' test score in each cycle. From the data, it expected that the using of Total Physical Response method to improving students' vocabulary mastery is achieved, and it can describe by using percentage.

Qualitative data was found by describing the situation of the teaching learning process<sup>40</sup>, and the interview before and after the implementation of TPR method. Miles and Huberman stated that the qualitative data analysis consist of three component; data reduction, data display, and conclusion drawing. Those can be explained as follows :<sup>41</sup>

### 1. Data Reduction

Data reduction was the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written-up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

### 2. Data Display

After the data reduction, the second step in analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzed what will happen with the data presented. In this study, the researcher used essay in displaying the data, because it is most common data display was used in qualitative research.

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<sup>40</sup>Nikmah Hayati Tanjung, op.cit, p. 32.

<sup>41</sup>Matthew B. Miles and A. Michael Huberman, (1994), *Qualitative Data Analysis*, USA:Sage Publications, p, 10.

### 3. Conclusion Drawing and Verification

The last step of analysis that drew conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this study. Finally, in this step the researcher got the result and conclusion of the research.

#### 3.6 Trustworthiness

In a research, validity is important to establish the findings of study. There are various way to establish a sense of trustworthiness and validity. Lincoln and Gulba stated the trustworthiness consists of four components; credibility, transferability, dependability, and confirmability.<sup>42</sup>

In qualitative research, credibility is very important to make research results trustworthy and believable. In an effort to make it more credible, the interpretations and findings in this study are prolonged involvement, continuous observation, colleague discussion, adequacy of references, negative case analysis, and triangulation. There are four types of triangulation; source triangulation, method triangulation, researcher triangulation, and theory triangulation.

Transferability is paying attention to the appropriate meaning of the functional elements contained in the study of phenomena and other phenomena outside the scope of research. Transferability refers to the extent to which qualitative research results can be generalized or transferred to other contexts or

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<sup>42</sup>Nikmah Hayati Tanjung, op.cit, p. 44.

settings. The way to achieve transferability is by breaking down data into theory, or from one case to another case so the reader can apply it in the same context.

Dependability, which shows the consistency of findings. In this case, the research process was reviewed and considers the consistency and reliability of the data. The researcher is responsible for describing the changes that occur in the setting and how these changes affect the research approached.

Confirmability is similar to research objectivity or descriptive and interpretive validity. The validity of the data and research reports were compared using techniques, namely: consulting each step of the activity with the promoter or consultant since the development of the design, rearranging the focus, determining the context and sources, determining the data collection techniques, and analyzing the data and presenting the research data. The researcher must be able to examine the data to confirm the results or interpretation.

In this research, researchers used credibility to establish trustworthiness, and the technique used by researchers to build credibility is source triangulation. Triangulation is useful as an effort in classroom action research to provide a clear description of the learning process.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter will present data analysis including quantitative and qualitative data, research finding and discussion. The description as follows :

#### **4.1 Data Analysis**

The research data in this study were analyzed with qualitative and quantitative data. Quantitative data were taken from students' scores of vocabulary test, include pre-test, post-test I and post-test II. Qualitative data were taken from observation sheets, interview with students and teacher, diary notes and documentation. The subject of this research was students in class VII-1 MTs Hidayatussalam which consists of 25 students.

There are 2 cycles in this research, and each cycle was done with four steps, namely: planning, action, observation, and reflection. Cycle I was conducted in two meetings. Cycle II also conducted in two meetings. Students did the post-test at the end of each cycle. The researcher did interview with teacher and some students before the implementation of Total Physical Response method. This interview was done to know situation when teaching and learning process and also the problem that teacher faced during the teaching and learning process.

#### 4.1.1 Quantitative Data

In the preliminary study, the students did the vocabulary test. The test consists of 25 questions in the form of multiple choice. This test was done to know the vocabulary mastery of students before the Total Physical Response method was used.

**Table 4.1 Students' Score in Pre Test**

<b>No</b>	<b>Students Initial Name</b>	<b>Score</b>	<b>Passing Grade of Students ( <math>\geq 75</math> )</b>
1	ARD	40	Unsuccessful
2	AB	44	Unsuccessful
3	AP	68	Unsuccessful
4	AD	40	Unsuccessful
5	ARP	52	Unsuccessful
6	ATR	44	Unsuccessful
7	DTW	40	Unsuccessful
8	FF	<b>76</b>	<b>Successful</b>
9	JA	<b>76</b>	<b>Successful</b>
10	KA	52	Unsuccessful
11	KH	56	Unsuccessful
12	MF	48	Unsuccessful
13	MFH	<b>76</b>	<b>Successful</b>
14	MI	44	Unsuccessful
15	MTR	52	Unsuccessful
16	MBHT	60	Unsuccessful
17	MBJT	40	Unsuccessful

18	MD	68	Unsuccessful
19	PI	<b>80</b>	<b>Successful</b>
20	PA	48	Unsuccessful
21	REA	60	Unsuccessful
22	RAA	56	Unsuccessful
23	RD	<b>80</b>	<b>Successful</b>
24	SS	64	Unsuccessful
25	WR	44	Unsuccessful
	<b>TOTAL</b>	$\Sigma X : 1408$ $\bar{X} : 56,32$	

**Table 4.2 The Percentage of Students' Score in Pre Test**

<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
Successful	5	20%
Unsuccessful	20	80%
<b>TOTAL :</b>	25	100%

From the data above, it can be concluded that the students' vocabulary mastery was low. The data showed the total of students' score of pre-test was 1408 and the mean was 56,32. The minimum passing grade (KKM) was 75, it means the students' score was still far from that category. From the table above, it can be seen that 5 students got successful, the percentage was 20%. The students that got unsuccessful were 20 students, the percentage was 80%. Based on the quantitative data of pre test, it can be classified that students'

vocabulary mastery was low. This research conducted to improve students vocabulary mastery by using the TPR method, so I continued to cycle I.

**Table 4.3 Students' Score in Post Test I**

<b>No</b>	<b>Students Initial Name</b>	<b>Score</b>	<b>Passing Grade of Students ( <math>\geq 75</math> )</b>
1	ARD	60	Unsuccessful
2	AB	<b>76</b>	<b>Successful</b>
3	AP	<b>80</b>	<b>Successful</b>
4	AD	64	Unsuccessful
5	ARP	68	Unsuccessful
6	ATR	<b>76</b>	<b>Successful</b>
7	DTW	60	Unsuccessful
<b>8</b>	<b>FF</b>	<b>84</b>	<b>Successful</b>
<b>9</b>	<b>JA</b>	<b>88</b>	<b>Successful</b>
<b>10</b>	<b>KA</b>	<b>80</b>	<b>Successful</b>
<b>11</b>	<b>KH</b>	<b>80</b>	<b>Successful</b>
12	MF	68	Unsuccessful
13	MFH	<b>84</b>	<b>Successful</b>
14	MI	<b>76</b>	<b>Successful</b>
15	MTR	<b>76</b>	<b>Successful</b>
16	MBHT	<b>80</b>	<b>Successful</b>
17	MBJT	60	Unsuccessful
18	MD	<b>88</b>	<b>Successful</b>
19	PI	<b>92</b>	<b>Successful</b>
20	PA	68	Unsuccessful



21	REA	76	<b>Successful</b>
22	RAA	80	<b>Successful</b>
23	RD	88	<b>Successful</b>
24	SS	80	<b>Successful</b>
25	WR	64	Unsuccessful
	<b>TOTAL</b>	$\Sigma X : 1976$ $\bar{X} : 79,4$	

**Table 4.4 The Percentage of Students' Score in Post Test I**

<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
Successful	17	68%
Unsuccessful	8	32%
<b>TOTAL :</b>	25	100%

The quantitative data of post test I was found from the result of the test given by the researcher to the students. The test given still relevant to the topic that learned in the classroom. Based on the data above, it can be seen that the students' vocabulary mastery got improving. The data showed the total of students' score of post test I was 1976 and the mean was 79,4. From the table above, it can be seen that 17 students got successful, the percentage was 68%. The students that got unsuccessful were 8 students, the percentage was 32%.

From the table above, it can be concluded that there was a improvement of students' vocabulary mastery between the pre test and the post-test I. Post test I scores got the better result than the pre test. But the students' achievement in post test I still categorized unsuccessful, because it could not achieve yet 70%

as the target of success in classroom action research. So, the research continued to cycle II.

**Table 4.5 Students' Score in Post Test II**

<b>No</b>	<b>Students Initial Name</b>	<b>Score</b>	<b>Passing Grade of Students ( <math>\geq 75</math> )</b>
1	ARD	<b>76</b>	<b>Successful</b>
2	AB	<b>80</b>	<b>Successful</b>
3	AP	<b>88</b>	<b>Successful</b>
4	AD	68	Unsuccessful
5	ARP	<b>80</b>	<b>Successful</b>
6	ATR	<b>76</b>	<b>Successful</b>
7	DTW	<b>84</b>	<b>Successful</b>
8	FF	<b>92</b>	<b>Successful</b>
9	JA	<b>96</b>	<b>Successful</b>
10	KA	<b>88</b>	<b>Successful</b>
11	KH	<b>84</b>	<b>Successful</b>
12	MF	<b>80</b>	<b>Successful</b>
13	MFH	<b>92</b>	<b>Successful</b>
14	MI	<b>84</b>	<b>Successful</b>
15	MTR	<b>76</b>	<b>Successful</b>
16	MBHT	<b>80</b>	<b>Successful</b>
17	MBJT	<b>76</b>	<b>Successful</b>
18	MD	<b>92</b>	<b>Successful</b>
19	PI	<b>96</b>	<b>Successful</b>
20	PA	<b>80</b>	<b>Successful</b>

21	REA	80	Successful
22	RAA	88	Successful
23	RD	92	Successful
24	SS	84	Successful
25	WR	68	Unsuccessful
	<b>TOTAL</b>	$\Sigma X : 2080$ $\bar{X} : 83,2$	

**Table 4.6 The Percentage of Students' Score in Post Test II**

Criteria	Total Students	Percentage
Succesful	23	92%
Unsuccessful	2	8%
<b>TOTAL :</b>	25	100%

From the data above, it indicated that the students' vocabulary mastery was increased. The data showed the total of students' scores of post test II was 2080 and the mean was 83,2. From the table above, it can be seen that 23 students got successful, the percentage was 68%. The students that got unsuccessful were 2 students, the percentage was 8%.

Based on quantitative data analysis, it showed that the highest percentage of the students' scores was in post-test of cycle II. It indicated that the improvement of students' vocabulary mastery by the implementation of the Total Physical Response improved from 20% to 92%. It can be concluded that the implementation of the TPR method effective to improve students' vocabulary mastery at seventh grade students of MTs Hidayatussalam.

### 4.1.2 Qualitative Data

#### 1. Pre Cycle

In this research, qualitative data were analyzed to support the research finding. The qualitative data of pre cycle was found by interview. The researcher did the interview before the implementation of TPR method. The interview results showed that the students were difficult to memorizing vocabulary and their vocabulary mastery was still low. The interview below was translated to English. Full interview results can be seen in appendix 3.

*Researcher : What problems are often faced when learning vocabulary?*

*Teacher : Actually I told them to memorize vocabulary once a week and memorizing it in front of the class, they can memorize it. The problem is when I ask them in another day, they are confused and could not answer.*

(Interview Transcript)

The data showed that students had difficulty learning English because of their vocabulary was limited. It's because they forgot the vocabulary they have memorized quickly.

*Researcher : What do you think of English lesson?*

*Student : Actually I like English lesson miss, but sometimes I find it difficult too.*

*Researcher : What kind of difficulties?*

*Student : So many vocabularies miss ... I felt difficult to memorize it all.*

(Interview Transcript)

This data was taken from interview with students. From this data, it is known that students felt difficult to memorize vocabulary because the amount of vocabulary is too many and make her confused. From the result of interview above, it can be concluded that the vocabulary mastery of students was still low. Students said that they forgot the meaning of vocabulary quickly. They also said that they confused to memorize the vocabulary because the vocabularies were too many.

## **2. Cycle I**

### **a) Planning**

From the result of pre-test and also the observation from the researcher in the first meeting, the researcher made planning for two meetings with the implementation of the TPR method. The researcher prepared some things that needed for the research such as lesson plan, materials, learning media, daily task, post-test questions, observation sheet, etc. All of them can be seen in the appendix.

### **b) Acting**

In this phase, it was the implementation of lesson plan that made before. The researcher conducted the action based on the lesson plan that was made. In the implementation of the action, the researcher acts as an English teacher in the classroom. Cycle I was divided into two meetings, each meeting was done for 2x40 minutes.

In the first meeting, the researcher taught vocabulary by using TPR method. First, the researcher did greeting and check the attendance list to started the class. Second, the researcher introduced the topic and

explained the material about vocabulary. The researcher following the instruction in the lesson plan that already made. Third, the teacher asked several students to become volunteers and demonstrate the movements. Fourth, students will write the vocabularies they have learned today in their notebooks, after that the teacher and students repeat the vocabularies learned today together. At the end of the meeting, teacher asked about the difficulty that students faced during the teaching and learning process, give the evaluation, and also conclusion about today's lesson.

In the second meeting, the researcher also started the lesson by greeting the students and check the attendance list. The teacher asked the students to repeat the vocabulary taught at the last meeting. The researcher also following the instruction in the lesson plan that already made. The teacher divided students into 5 groups and each group have to choose one student as a volunteer who will demonstrate the sentence, the volunteer of each group will demonstrate the sentence that written on the paper in front of the class. At the end of meeting, the researcher gave the post test I to students. The post-test I was done to know the students' vocabulary mastery improved or not.

### **c) Observing**

The observation did by the observer (English Teacher) during teaching and learning process. In this phase, the observation sheet used as instrument of observation. Based on the observation sheet for the teacher, it can be seen that the teacher came on time to the class. The teacher opening the class by greeting the students, introduced herself to students,

gave motivations, and told the students the goals of the study before started the class. The main activities that the teacher did during the teaching and learning process, such as: the teacher introduced about TPR method and explained the topic about vocabulary ( verb and noun). The teacher gave the vocabulary words that will be taught and asked students to repeat the vocabulary after the teacher said first. The teacher asked several students to become volunteers, students who become volunteers will demonstrate the movement.

After that, teacher and students did the movements together and teacher make sure all students did the movements. The teacher asked the students how far they understand about the materials that learned today, the teacher gave some questions as the evaluation. At the end of meeting, the teacher closing the class and gives summary of today's learning. Based on the result of the observation sheet for the teacher, the researcher already did all the steps of procedural in Total Physical Response method and all criteria in the observation sheet.

Based on the observation sheet for students, it was found that all students came on time to the class. During the learning process, the students gave their attention to the teacher's explanations. When the teacher asked students to did the movements together, all students did the movements but some of them still hesitate. It showed that students participated actively in the learning process. Students excited when did the movements, they enthusiast learning vocabulary with the TPR method.

The teacher gave some questions to students, and students who pointed by the teacher can answer the questions given. The students also gave the questions to the teacher about what they did not understand. Students can memorize the vocabulary words that learned at that time. At the end of the lesson, students did the task given by the teacher. Based on the result of the observation sheet, it was found that all students participate actively in the learning process, such as the all students did the movements, answer the questions from the teacher, gave the question when they did not understand about something, and did the task given by the teacher. The students' and teacher's activities can be seen in the observation sheet in appendix 2a and 2b.

#### **d) Reflecting**

The English teacher and the researcher did evaluation about the conclusion of the implementation of the action in cycle I. From the result of post test I, 17 students got successful, the percentage was 68%, and the students that got unsuccessful were 8 students, the percentage was 32%. So, the researcher and the English teacher revise the lesson plan to get better result. In cycle II, at least 75% of students in the class should pass minimum passing grade (KKM).

But the researcher and the English teacher considered cycle I was quite successful because all of the students were active, and enthusiastic during teaching and learning process. The students' vocabulary mastery also improved from the pre-test even though it was still not reached the targets of CAR yet. Besides, the students seemed can memorize



vocabulary easier. Based on the reflecting phase, the researcher should put more efforts to improve students' vocabulary mastery by using Total Physical Response method.

### **3. Cycle II**

#### **a) Planning**

From the problems that occur in cycle I the researcher made a new plan. In this case, the researcher was giving more examples to students about the material, and also the researcher explained the material more clearly and slowly. The researcher remain to control the class meeting and make sure the students not just did the movements but also focused on the words that demonstrated.

The researcher also prepared some things that needed for the research such as lesson plan, materials, learning media, daily task, post-test questions, observation sheet, etc. All of them can be seen in the appendix.

#### **b) Acting**

The action of cycle II also done in 2 meetings, and each meeting was done 2x40 minutes. In cycle II researcher give more examples to make sentences from vocabulary given and divided students into 5 groups. In this meeting, the researcher also following the instruction based on the lesson plan that was made. The treatments were given to students in this cycle same as the cycle I. The researcher gave her best

effort in teaching students, gave the treatment, also motivated them to increase their vocabulary mastery.

### **c) Observing**

The observation did by the observer (English Teacher) during the teaching and learning process. In this phase, the observation sheet used as instrument of observation. Based on the result of the observation sheet for the teacher, the teacher already did all the steps of procedural in the Total Physical Response method and all same criteria in the observation sheet for the cycle I. And based on the result of the observation sheet for the students, it was found there were no students get hesitate to did the movements anymore. The students did not make any not important noise in the class, they just enthusiastic when did the movements, but when the researcher explained the material, they keep quiet and focus.

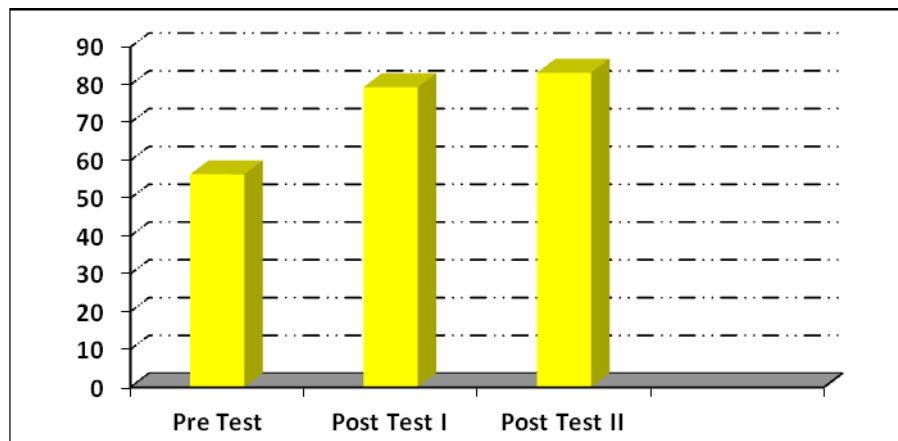
### **d) Reflecting**

In the reflecting phase, the researcher analyzed the result of post test II, all of the students did the instructions given by the researcher and the students participated actively in the learning process. Based on the result from post test II, there was a significant improvement from pre test until post-test II, and cycle II get the better result than cycle I. Because the target of classroom action research was minimal 75% students passed the minimum criteria and it was achieved, so the researcher decided to stop the action and did not conducted cycle III because the research was successful.

## 4.2 Research Finding

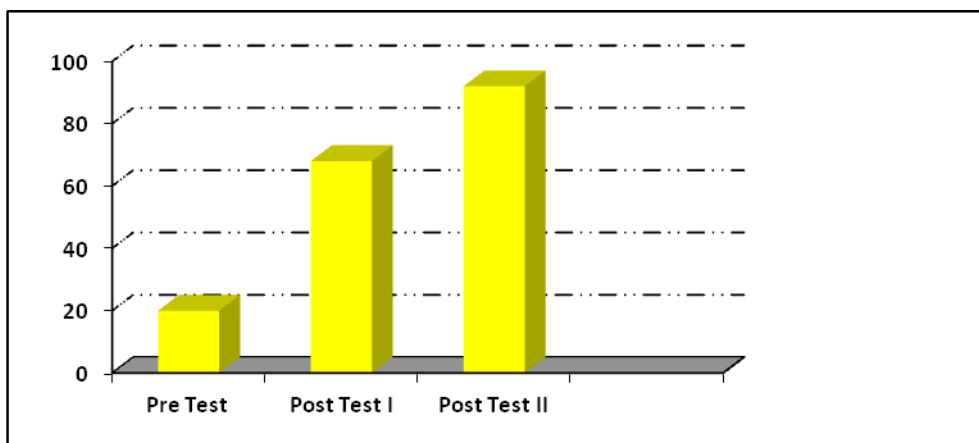
The quantitative data analysis showed that there was the improvement of students' vocabulary mastery through the implementation of Total Physical Response method. The quantitative data were obtained from the results of the test given by the researcher to students at the end of meeting.

**Diagram 4.1 The Mean of Students' Score of Vocabulary Test**



The data from the diagram showed that there was improvement of the mean of students' scores in each cycle. The highest mean of the students' scores in vocabulary test was in post test of cycle II. In pre test the mean was 56,32. The minimum passing grade (KKM) was 75, it means the students' score was still far from that category. In post test I, the mean of students' score was 79,4. It improved from the pre test. The last was the highest improvement in cycle II, the mean was 83,2. From the mean of students' scores, it can be seen that there was an improvement of students' vocabulary mastery between the pretest, post I, and the post test II. The next is the comparison of the percentage of students' scores in all test:

**Diagram 4.2 The Percentage of Students' Score of Vocabulary Test**



From the diagram above, it can be seen that the highest percentage of the students' scores was in post-test of cycle II. In pre test, it showed that 5 students got successful, the percentage was 20%. The students that got unsuccessful were 20 students, the percentage was 80%.

In post test I, it showed that 17 students got successful, the percentage was 68%. The students that got unsuccessful were 8 students, the percentage was 32%. From this data, it indicated that students' vocabulary mastery was improve from pre test.

In post test II, it can be seen that 23 students got successful, the percentage was 68%. The students that got unsuccessful were 2 students, the percentage was 8%. From the data above, it indicated that the percentage of the students' scores getting improved from 20% to 92%. The table below is the detailed information about the implementation of the Total Physical Response method in improving students' vocabulary mastery :

**Table 4. 7 The Improvement of Cycle**

<b>Before Action</b>	<b>Cycle I</b>	<b>Cycle II</b>
The students did not participate actively in the class	The students participated actively during learning process. They also too excited did the movements, so make the class noisy	All students participated actively in learning process. The students did not make any not important noise in the class, they just enthusiastic when did the movements, but when the researcher explained the material, they keep quiet
The students looked confused and hesitate about the implementation of the Total Physical Response method	The students already enjoy learning with the Total Physical Response method. But some students were not too focused on the material, they just excited did the movements	The students enjoy and enthusiast learning vocabulary with the Total Physical Response method. They also concentrate and focus during learning process
The percentage of the students' score in pre test was 20%, and the mean of students' score was 56,32	The percentage of the students' score in post test I was 68%, and the mean of students' score was 79,4	The percentage of the students' score in post test II was 92%, and the mean of students' score was 83,2

This research also used qualitative data to support quantitative data. The qualitative data were obtained from the observation sheet, diary note, and interview. Based on the result of the observation sheet for the students, the improvement can be seen from the changes of students, including their attitude, and their participation during teaching learning process. In the first meeting, almost all of them still hesitate when did the movements and class situation was quite noisy, but it's getting changed day by day. At the last meeting, all students already paid attention and did the movements comfortably.

Based on the interview result, students said that they like and enjoy learning vocabulary with the TPR method. From the diary notes can be seen that the teaching learning activity in the class was got improving at every meeting. From the documentation, it can be seen that the students were excited when learning vocabulary with the TPR method, and also they did the task given by the researcher. Based on the qualitative data analysis in pre cycle, cycle I, and cycle II, it can be concluded that the implementation of the Total Physical Response method can improve students' vocabulary mastery.

#### **4.3 Discussion**

The purpose of this research was to describe the improvement of students' vocabulary mastery through the Total Physical Response method. The Total Physical Response method was one of media that can help students to improve their vocabulary mastery. In this method, students will practice vocabulary directly and students will conduct "Learning by Doing".

Based on the theories, it indicated that the using of Total Physical Response method can improve the students' vocabulary mastery. Based on the previous study, it was proven that there were improvement of students' vocabulary mastery by the implementation of Total Physical Response method. In the other words, students' vocabulary mastery improve by using Total Physical Response method on the previous study.

From the finding of the research, it showed that the research conducted by the researcher by using the Total Physical Response method effective in improving students' vocabulary mastery. The improvement of students'

vocabulary mastery could be seen from the result of interview, observation sheet, and the result of students' score from pre-test, post-test I, and post-test II.

The researcher keep did the reflecting at the end of the cycle, revise the lesson plan and also solved the problem in the next cycle. This factors that made the students' vocabulary mastery improved from time to time. The implementation the Total Physical Response method could made them enjoy and enthusiast when learning vocabulary and they can memorize the new vocabulary easily.

Based on the quantitative data, it indicated that the implementation of the TPR method can improve students' vocabulary mastery. The improvement can be seen from the students' score in the test. The score improved from each cycle. The results showed that the mean of the score get improved from cycle to cycle. The mean of pre cycle was 56,32, the mean of cycle I was 79,4, and the mean of cycle II was 83,2. It can be seen that the mean of the score get improved from pre cycle to cycle I, and cycle II get the better result than cycle I.

Based on qualitative data that was obtained, it can be seen that there was the improvement of students' vocabulary mastery and the learning process activity. The data was taken from observation sheet, interview (before and after the implementation of the TPR method), diary notes, and documentation. From the data, it indicated the students were participated actively in the class, interested and enthusiast when did the movements, and concentrate to listen the material. The students also motivated to add more vocabulary to make them can speak English well, and easier to learn other topics in English lesson.

The percentage of students' score also increased. In pre-test, only 5 students who got score  $\geq 75$  (20%). In the post-test I, students who got score  $\geq 75$  increased become 17 students (68%). And in post test II, there were 23 students who got score  $\geq 75$  (92%). It was proven that there was improvement in students' vocabulary mastery that seen from the percentage. From the pre test to post test I the increasing was 48%. The post-test II got the highest percentage (92%), and the increasing from the post test I was 24%. In conclusion, the students' vocabulary mastery improved from cycle to cycle.

Based on the data analysis, there is the improvement of students' vocabulary mastery by the implementation of the Total Physical Response method at the seventh grade students of MTs Hidayatussalam.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

The preliminary study result indicated that the students' vocabulary mastery was low. Almost students have limited vocabulary and it makes them had difficulties in learning other topics in English lesson. The total of students' score in pre test was 1408 and the mean was 56,32. There were only 5 students who get successful in the test. The percentage of the students' score was 20%. This research conducted to improve the students' vocabulary mastery, so the cycle I was organized.

In cycle I, the qualitative data was obtained from the observation sheet, interview, and diary notes of the researcher. Based on the data analysis, there was the improvement in learning process activity. In this cycle, students already enjoy and enthusiast when learning vocabulary with the TPR method. From the result of the students' score in post test I, it showed that the total of students' score in post test I was 1974 and the mean score was 79,4. The percentage of the students' score was 68%, it was 17 students who get successful in the test and 8 students get unsuccessful.

In cycle II, the vocabulary test results indicate that 92% of students passed the test. There were 23 students who get score  $\geq 75$  in post test II and there were 2 students who did not score  $\geq 75$ . The total of students' score in post test II was 2080 and the mean score was 83,2. This cycle can

be classified as successful. Based on the research finding, it is proven that the Total Physical Response method can improve students' vocabulary mastery at seventh-grade students of MTs Hidayatussalam.

## **5.2 Suggestion**

Based on the result, the researcher offered some suggestions to improve students' vocabulary mastery:

### **1. For the English Teacher**

The researcher suggest the English teacher should be creative to using many method when teaching vocabulary. One of the techniqe that teacher can use in improving students' vocabulary mastery is Total Physical Response method. The purpose of using TPR method in learning vocabulary is to make students easier to memorize the vocabulary words and also students feel enjoy and excited in learning process because TPR method is a fun way to learning vocabulary.

### **2. For the Students**

For students, they should add the number of their vocabulary, because vocabulary is very important to build our speaking, listening, reading and listening skills. Also, they have to keep their spirit in learning English.

### **3. For the Other Researcher**

To other researchers, this research can be useful to collect information about the research related to students' vocabulary mastery field. The other researchers also can use the TPR method with different

subjects/respondents to find out the advantages of this method in improving students' vocabulary skills.

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## **APPENDIX 1a**

### **LESSON PLAN**

*(Cycle I)*

School	: MTs Hidayatussalam
Subject	: English
Grade/Semester	: VII/ 1
Subject Material	: Vocabulary
Topic	: Verb and Noun
Time Allocation	: 4 x 40 Minutes ( 2 Meetings )

#### **A. Standard of Competence :**

**1.1** Comprehending the meaning of conversational expression for transactional and interpersonal at simple related to surrounding environment.

#### **B. Basic Competence**

**1.2** Responding the meaning of conversational expression for transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptedly.

#### **C. Indicators**

1. To pronounce the words.
2. To demonstrate the words.
3. To spell and interpret the vocabulary that has been given by the teacher.
4. To make simple sentences with the vocabulary has been given by the teacher.

#### **D. The Purpose of Learning**

At the end of the teaching learning process:

1. The students are able to pronounce the words correctly.
2. Students are able to demonstrate several sentences according to their meaning.



3. Students are able to pronounce and interpret the vocabulary that has been given by the teacher.
4. Students are able to make simple sentences in accordance with the vocabulary given by the teacher.

### **E. Learning Material**

Vocabulary words (listen the teacher first and then do it!)

#### **Verb :**

1. Stand up
2. Touch
3. Give
4. Take
5. Sing
6. Walk
7. Go
8. Write
9. See
10. Sit
11. Jump
12. Eat
13. Drink
14. Call
15. Clean

#### **Noun :**

1. Friend
2. Cake
3. Name
4. Whiteboard
5. Song
6. Water
7. Paper
8. Wall
9. Bottle
10. Bag

### **F. Method of Study**

- Total Physical Response ( TPR )

### **G. Teaching Learning Activity**

#### **Meeting I**

<b>No</b>	<b>Description of Teaching Activity</b>	<b>Time Allocation</b>
<b>1.</b>	<b>Pre Activities</b>	<b>10 Minutes</b>
	<ul style="list-style-type: none"> <li>• Greetings.</li> <li>• Pray.</li> <li>• Check the attendance list of students.</li> <li>• Teacher gives question to check students' knowledge about the topic.</li> <li>• The teacher gives information about the purpose of study.</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• The teacher gives students motivation before start the lesson.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Tell the students about the importance of learning the next competence that students should be master.</li> </ul>	
<b>2.</b>	<b>Main Activities</b>	<b>60 Minutes</b>
	<p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>• Introduction the topic to the students.</li> <li>• Asking the questions to students that relate to the topic.</li> </ul> <p><b>Elaboration</b></p> <ul style="list-style-type: none"> <li>• Review this was a fast-moving warm-up which individual students were moved with commands, the step is :               <ol style="list-style-type: none"> <li>1. The teacher asks students to do fast-moving warm-up with vocabularies about "verb and noun" that students already know, which individual students were moved with commands.</li> </ol> </li> <li>• New commands these verbs were introduced, the step is :               <ol style="list-style-type: none"> <li>1. The teacher wrote new vocabularies on the whiteboard, after that teacher reads the vocabulary words and students repeat the words that read by the teacher.</li> </ol> </li> <li>• Role reversal students readily volunteered to utter commands that manipulated the behavior of the instructor and other students, the steps are :               <ol style="list-style-type: none"> <li>1. The teacher asks several students to become volunteers.</li> <li>2. The teacher asks students who are volunteers to follow and respond to</li> </ol> </li> </ul>	

	<p>words that have been given by the teacher.</p> <p>3. Students who are able to demonstrate the words given by the teacher are given the opportunity to practice to their friends.</p> <ul style="list-style-type: none"> <li>• Reading and writing, the step is :             <ol style="list-style-type: none"> <li>1. At the end of the lesson, students will write the vocabularies they have learned today in their notebooks, after that the teacher and students repeat the vocabularies learned today togetherly.</li> </ol> </li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>• Give positive feedback to the students as appreciation for students that doing a great job.</li> <li>• Doing reflection about the material learned today to get a meaningful experience of today's lesson.</li> </ul>	
<b>3.</b>	<b>Post Activities</b>	<b>10 Minutes</b>
	<ul style="list-style-type: none"> <li>• Asking the difficulty that faced by students during the lesson.</li> <li>• Teacher give evaluation, feedback and conclusion about the today's lesson.</li> <li>• The teacher advises the students to keep memorizing vocabulary that learned today.</li> <li>• Closing the meeting and giving closing-greeting.</li> </ul>	

## Meeting II

No	Description of Teaching Activity	Time Allocation
1.	<b>Pre Activities</b>	<b>10 Minutes</b>
	<ul style="list-style-type: none"> <li>• Greetings.</li> <li>• Pray.</li> <li>• Check the attendance list of students.</li> <li>• Teacher gives question to check students' knowledge about the topic.</li> <li>• The teacher gives information about the purpose of study.</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• The teacher gives students motivation before start the lesson.</li> <li>• Tell the students about the importance of learning the next competence that students should be master.</li> </ul>	
2.	<b>Main Activities</b>	<b>60 Minutes</b>
	<p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to repeat the vocabulary that taught at the last meeting.</li> </ul> <p><b>Elaboration</b></p> <ul style="list-style-type: none"> <li>• Review this was a fast-moving warm-up which individual students were moved with commands, the step is :               <ol style="list-style-type: none"> <li>1. The teacher asks students to do fast-moving warm-up with vocabularies about "verb and noun" that students study at the last meeting, which individual students were moved with commands.</li> </ol> </li> </ul>	

	<ul style="list-style-type: none"> <li>• New commands these verbs were introduced, the steps are : <ol style="list-style-type: none"> <li>1. The teacher give new vocabularies, the teacher wrote the vocabularies on whiteboard.</li> <li>2. The teacher make some sentences from those vocabularies as the example.</li> </ol> </li> <li>• Role reversal students readily volunteered to utter commands that manipulated the behavior of the instructor and other students, the steps are : <ol style="list-style-type: none"> <li>1. The teacher divided the students into 5 groups which consist of 5 students.</li> <li>2. The teacher asks each group to make 3 sentence based on the vocabularies which taught on a piece of paper.</li> <li>3. The teacher will collect the papers and share the one paper to each group randomly. Teacher make sure that the paper do not share to the original group owner.</li> <li>4. Each group have to choose one student as volunteer who will demonstrate the sentence.</li> <li>5. The volunteer of each group will demonsrate the sentence that written in the paper in front of class and the member of group must guess the sentence. The volunteer has 35 seconds to demonstrate one sentence.</li> </ol> </li> </ul>	
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	<p>6. If the members of the group can guess the answer correctly, the group get 1 point. If the answer is wrong, the group get 0 point. The teacher will write the points of each group on whiteboard.</p> <p>7. At the end, teacher will evaluate the results.</p> <ul style="list-style-type: none"> <li>• Reading and writing, the step is : <ol style="list-style-type: none"> <li>1. At the end of the lesson, students will write the vocabularies they have learned today in their notebooks, after that the teacher and students repeat the words learned today togetherly.</li> </ol> </li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>• Give positive feedback to the students as appreciation for students that doing a great job.</li> <li>• Doing reflection about the material learned today to get a meaningful experience of today's lesson.</li> </ul>	
<b>3.</b>	<b>Post Activities</b>	<b>10 Minutes</b>
	<ul style="list-style-type: none"> <li>• Asking the difficulty that faced by students during the lesson.</li> <li>• Teacher give evaluation, feedback and conclusion about the today's lesson.</li> <li>• The teacher advises the students to keep memorizing vocabulary that learned today.</li> <li>• Closing the meeting and giving closing-greeting.</li> </ul>	

#### H. Media

- Whiteboard.
- Marker.

#### I. Source

- Hand book of Junior High School.
- Dictionary.

#### J. Evaluation

- Kind of instrument : Written test.
- Form of instrument : Multiple choice.

#### K. The Scoring

- For each number, correct answer scores 4
- Total score a maximum of  $25 \times 4 = 100$

The maximum score : 100



Student's score :

$$\frac{\text{getting score}}{\text{maximum score}} \times 100$$

Medan, 2020

Known By:


Headmaster

  
  
M. Salsabihah, S.Pd

English Teacher

  
( Yoan Nurindah Muthia, S.Pd.)

Researcher

  
( Ika Nurhalimah Lbs )

## **APPENDIX 1b**

### **LESSON PLAN**

*(Cycle II)*

School : MTs Hidayatussalam  
Subject : English  
Grade/Semester : VII/ 1  
Subject Material : Vocabulary  
Topic : Verb and Noun  
Time Allocation : 4 x 40 Minutes ( 2 Meetings )

#### **A. Standard of Competence :**

**2.1** Comprehending the meaning of conversational expression for transactional and interpersonal at simple related to surrounding environment.

#### **B. Basic Competence**

**2.2** Responding the meaning of conversational expression for transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptedly.

#### **C. Indicators**

1. To pronounce the words.
2. To demonstrate the words.
3. To spell and interpret the vocabulary that has been given by the teacher.
4. To make simple sentences with the vocabulary has been given by the teacher.

#### **D. The Purpose of Learning**

At the end of the teaching learning process:

1. The students are able to pronounce the words correctly.
2. Students are able to demonstrate several sentences according to their meaning.



3. Students are able to pronounce and interpret the vocabulary that has been given by the teacher.
4. Students are able to make simple sentences in accordance with the vocabulary given by the teacher.

### **E. Learning Material**

Vocabulary words (listen the teacher first and then do it!)

#### **Verb :**

1. Open
2. Close
3. Sweep
4. Listen
5. Wash
6. Read
7. Cut
8. Cook
9. Say
10. Fly
11. Run
12. Kiss
13. Think
14. Sleep
15. Pray

#### **Noun :**

1. Door
2. Window
3. Book
4. Hand
5. Teacher
6. Floor
7. Answer
8. Noodle
9. Hair
10. Parents

### **F. Method of Study**

- Total Physical Response ( TPR )

### **G. Teaching Learning Activity**

#### **Meeting I**

<b>No</b>	<b>Description of Teaching Activity</b>	<b>Time Allocation</b>
<b>1.</b>	<b>Pre Activities</b>	<b>10 Minutes</b>
	<ul style="list-style-type: none"> <li>• Greetings.</li> <li>• Pray.</li> <li>• Check the attendance list of students.</li> <li>• Teacher gives question to check students' knowledge about the topic..</li> <li>• The teacher gives information about the purpose of study.</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• The teacher gives students motivation before start the lesson.</li> </ul>	

	<ul style="list-style-type: none"> <li>Tell the students about the importance of learning the next competence that students should be master.</li> </ul>	
<b>2.</b>	<b>Main Activities</b>	<b>60 Minutes</b>
	<p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>Introduction the topic to the students.</li> <li>Asking the questions to students that relate to the topic.</li> </ul> <p><b>Elaboration</b></p> <ul style="list-style-type: none"> <li>Review this was a fast-moving warm-up which individual students were moved with commands, the step is :               <ol style="list-style-type: none"> <li>The teacher asks students to do fast-moving warm-up with vocabularies about "verb and noun" that students already know, which individual students were moved with commands.</li> </ol> </li> <li>New commands these verbs were introduced, the step is :               <ol style="list-style-type: none"> <li>The teacher wrote new vocabularies on the whiteboard, after that teacher reads the vocabulary words and students repeat the words that read by the teacher.</li> </ol> </li> <li>Role reversal students readily volunteered to utter commands that manipulated the behavior of the instructor and other students, the steps are :               <ol style="list-style-type: none"> <li>The teacher asks several students to become volunteers.</li> </ol> </li> </ul>	

	<p>2. The teacher asks students who are volunteers to follow and respond to words that have been given by the teacher.</p> <p>3. Students who are able to demonstrate the words given by the teacher are given the opportunity to practice to their friends.</p> <ul style="list-style-type: none"> <li>• Reading and writing, the step is :             <ol style="list-style-type: none"> <li>1. At the end of the lesson, students will write the vocabularies they have learned today in their notebooks, after that the teacher and students repeat the vocabularies learned today togetherly.</li> </ol> </li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>• Give positive feedback to the students as appreciation for students that doing a great job.</li> <li>• Doing reflection about the material learned today to get a meaningful experience of today's lesson.</li> </ul>	
<b>3.</b>	<b>Post Activities</b>	<b>10 Minutes</b>
	<ul style="list-style-type: none"> <li>• Asking the difficulty that faced by students during the lesson.</li> <li>• Teacher give evaluation, feedback and conclusion about the today's lesson.</li> <li>• The teacher advises the students to keep memorizing vocabulary that learned today.</li> <li>• Closing the meeting and giving closing-greeting.</li> </ul>	

## Meeting II

No	Description of Teaching Activity	Time Allocation
1.	<b>Pre Activities</b>	<b>10 Minutes</b>
	<ul style="list-style-type: none"> <li>• Greetings.</li> <li>• Pray.</li> <li>• Check the attendance list of students.</li> <li>• Teacher gives question to check students' knowledge about the topic..</li> <li>• The teacher gives information about the purpose of study.</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• The teacher gives students motivation before start the lesson.</li> <li>• Tell the students about the importance of learning the next competence that students should be master.</li> </ul>	
2.	<b>Main Activities</b>	<b>60 Minutes</b>
	<p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to repeat the vocabulary that taught at the last meeting.</li> </ul> <p><b>Elaboration</b></p> <ul style="list-style-type: none"> <li>• Review this was a fast-moving warm-up which individual students were moved with commands, the step is :               <ol style="list-style-type: none"> <li>1. The teacher asks students to do fast-moving warm-up with vocabularies about "verb and noun" that students study at the last meeting, which individual students were moved with commands.</li> </ol> </li> </ul>	

	<ul style="list-style-type: none"> <li>• New commands these verbs were introduced, the steps are : <ol style="list-style-type: none"> <li>1. The teacher give new vocabularies, the teacher wrote the vocabularies on whiteboard.</li> <li>2. The teacher make some sentences from those vocabularies as the example.</li> </ol> </li> <li>• Role reversal students readily volunteered to utter commands that manipulated the behavior of the instructor and other students, the steps are : <ol style="list-style-type: none"> <li>1. The teacher divided the students into 5 groups which consist of 5 students.</li> <li>2. The teacher asks each group to make 3 sentence based on the vocabularies which taught on a piece of paper.</li> <li>3. The teacher will collect the papers and share the one paper to each group randomly. Teacher make sure that the paper do not share to the original group owner.</li> <li>4. Each group have to choose one student as volunteer who will demonstrate the sentence.</li> <li>5. The volunteer of each group will demonsrate the sentence that written in the paper in front of class and the member of group must guess the sentence. The volunteer has 35 seconds to demonstrate one sentence.</li> </ol> </li> </ul>	
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	<p>6. Each group have to write their answer in a piece of paper.</p> <p>7. After all groups finished their turn, the answer's paper will collect by teacher.</p> <p>8. The teacher will evaluate the results.</p> <ul style="list-style-type: none"> <li>• Reading and writing, the step is :             <ol style="list-style-type: none"> <li>1. At the end of the lesson, students will write the vocabularies they have learned today in their notebooks, after that the teacher and students repeat the words learned today togetherly.</li> </ol> </li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>• Give positive feedback to the students as appreciation for students that doing a great job.</li> <li>• Doing reflection about the material learned today to get a meaningful experience of today's lesson.</li> </ul>	
<b>3.</b>	<b>Post Activities</b>	<b>10 Minutes</b>
	<ul style="list-style-type: none"> <li>• Asking the difficulty that faced by students during the lesson.</li> <li>• Teacher give evaluation, feedback and conclusion about the today's lesson.</li> <li>• The teacher advises the students to keep memorizing vocabulary that learned today.</li> <li>• Closing the meeting and giving closing-greeting.</li> </ul>	

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- Whiteboard.
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#### J. Evaluation

- Kind of instrument : Written test.
- Form of instrument : Multiple choice.

#### K. The Scoring

- For each number, correct answer scores 4
- Total score a maximum of  $25 \times 4 = 100$

The maximum score : 100


Student's score :

$$\frac{\text{getting score}}{\text{maximum score}} \times 100$$

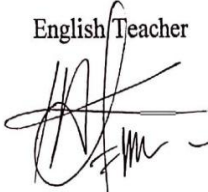
Medan, 2020

Known By:


Headmaster

  
MADRASAH TSANAWIYAH  
HIDAYATUSSALAM  
Ali Syahran, S.Pd

English Teacher

  
( Yoan Nurindah Muthia, S.Pd.)

Researcher

  
( Ika Nurhalimah Lbs )

## APPENDIX 2a

### OBSERVATION SHEET

#### The Observation Sheet of Teacher's Activities

##### Cycle I

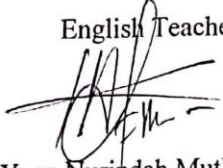
###### Instruction:

1. This observation sheet to observe the teacher's activities during the teaching and learning process in the class. It should be completed by the observer.
2. The observer checks (✓) Yes/ No column based on the real condition. "Yes" if the teacher does it while "No" if the teacher does not it.

No	Teacher's Activities	Yes	No
1.	The teacher comes on time	✓	
2.	The teacher do greeting	✓	
3.	The teacher introduce her self to students	✓	
4.	The teacher motivate the students	✓	
5.	The teacher tells the students the goals of the study	✓	
6.	The teacher introduces about TPR method	✓	
7.	The teacher repeat the vocabulary words with students	✓	
8.	The teacher ask several students to become volunteers	✓	
9.	The teacher make sure all students do the movements	✓	
10.	Teacher asks the students how far they understand about the materials that learned today	✓	
11.	Teacher closing the class and gives summary of today's learning	✓	

Medan, 2 September 2020

English Teacher



Yoan Nurindah Muthia, S.Pd



## OBSERVATION SHEET

### The Observation Sheet of Teacher's Activities

#### Cycle II

**Instruction:**

1. This observation sheet to observe the teacher's activities during the teaching and learning process in the class. It should be completed by the observer.
2. The observer checks (✓) Yes/ No column based on the real condition. "Yes" if the teacher does it while "No" if the teacher does not it.

No	Teacher's Activities	Yes	No
1.	The teacher comes on time	✓	
2.	The teacher do greeting	✓	
3.	The teacher introduce her self to students	✓	
4.	The teacher motivate the students	✓	
5.	The teacher tells the students the goals of the study	✓	
6.	The teacher introduces about TPR method	✓	
7.	The teacher repeat the vocabulary words with students	✓	
8.	The teacher ask several students to become volunteers	✓	
9.	The teacher make sure all students do the movements	✓	
10.	Teacher asks the students how far they understand about the materials that learned today	✓	
11.	Teacher closing the class and gives summary of today's learning	✓	

Medan, 4 September 2020

English Teacher



Yoan Nurindah Muthia, S.Pd.

## APPENDIX 2b

### OBSERVATION SHEET

#### The Observation Sheet of Students' Activities

#### Cycle I

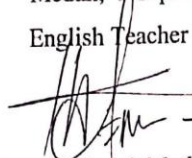
##### Instruction:

1. This observation sheet to observe the students' activities during the teaching and learning process in the class. It should be completed by the observer.
2. The observer checks (✓) Yes/ No column based on the real condition. "Yes" if the students does it while "No" if the students does not it.

No	Students' Activities	Yes	No
1.	All of students come on time	✓	
2.	The students pay attention when teacher give the explanation	✓	
3.	The students are interest and enthusiast in learning vocabulary with TPR method	✓	
4.	The students participate in learning process	✓	
5.	The students ask question to the teacher if they don't understand something	✓	
6.	The students can answer the question from the teacher	✓	
7.	The students do task given	✓	
8.	All the students do the movements	✓	
9.	The students can memorize the words	✓	

Medan, 9 September 2020

English Teacher

  
Yoan Nurindah Muthia, S.Pd



## OBSERVATION SHEET

### The Observation Sheet of Students' Activities

#### Cycle II

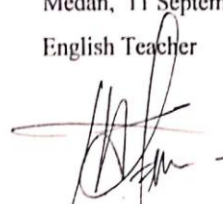
**Instruction:**

1. This observation sheet to observe the students' activities during the teaching and learning process in the class. It should be completed by the observer.
2. The observer checks (✓) Yes/ No column based on the real condition. "Yes" if the students does it while "No" if the students does not it.

No	Students' Activities	Yes	No
1.	All of students come on time	✓	
2.	The students pay attention when teacher give the explanation	✓	
3.	The students are interest and enthusiast in learning vocabulary with TPR method	✓	
4.	The students participate in learning process	✓	
5.	The students ask question to the teacher if they don't understand something	✓	
6.	The students can answer the question from teacher	✓	
7.	The students do task given	✓	
8.	All the students do the movements	✓	
9.	The students can memorize the words	✓	

Medan, 11 September 2020

English Teacher



Yoan Nurindah Muthia, S.Pd.



## **APPENDIX 3: The Guidelines and Result of Interview Before and After**

### **CAR (English Teacher)**

- **Interview Guidelines**

- 1. Before the implementing of Total Physical Response method in learning vocabulary**

- a. What problems students often face when learning English?
- b. What is your opinion about the students' vocabulary mastery?
- c. What methods do you usually use when learning vocabulary?
- d. Have you heard about the TPR method or have you applied it to vocabulary learning?
- e. How the response of students about English lessons?

- 2. After the implementing of Total Physical Response method in learning vocabulary ( Cycle I )**

- a. What is your opinion about today's learning process?
- b. How about students' vocabulary mastery after the implementation of the TPR method?
- c. What are the lacks of today's learning process?

- 3. After the implementing of Total Physical Response method in learning vocabulary ( Cycle II )**

- a. What is your opinion about the implementation of the TPR method in today's vocabulary learning?
- b. What do you think about the interaction between students and teachers during the learning process?
- c. In your opinion, whether the implementation of the TPR method can improve their vocabulary mastery?

- **The Result of Interview**

1. **Before the implementing of Total Physical Response method in learning vocabulary**

Researcher : Assalamualaikum, selamat pagi buk..

Teacher : Waalaikumsalam.

Researcher : Begini buk, sebelum melakukan penelitian apakah boleh saya bertanya mengenai pembelajaran bahasa Inggris di kelas?

Teacher : Iya boleh silahkan.

Researcher : Menurut ibuk, permasalahan apa yang sering dihadapi siswa kelas VII-1 saat belajar bahasa Inggris?

Teacher : Masalah nya ada pada vocabulary mereka, pembelajaran yang lain menjadi terhambat karena vocabulary mereka sangat kurang.

Researcher : Masalah apa yang sering dihadapi saat belajar vocabulary buk?

Teacher : Sebenarnya saya menyuruh mereka untuk menghafal vocab sekali seminggu dan disetor di depan kelas, mereka dapat menghafalnya dan menyetornya pada saya. Yang jadi masalah karena pada hari lain saya tanya lagi mereka bingung dan gabisa jawab.

Researcher : Oh gitu buk.. berarti mereka hanya mengingat vocab nya dalam waktu singkat saja.. selain itu apakah ada masalah lain buk?

Teacher : Sebagian siswa agak sulit dalam pengucapan vocab nya.

Researcher : Metode seperti apa yang biasa ibuk terapkan saat belajar vocabulary?

Teacher : Metode yang sering saya lakukan ya seperti yang saya bilang tadi, selain itu biasanya saya menyuruh siswa untuk menerjemahkan teks yang ada di LKS pake kamus, baru

nanti dibacakan artinya bersama-sama.

Researcher : Apakah ibuk pernah mendengar metode TPR atau sudah pernah menerapkan nya pada pembelajaran vocabulary?

Teacher : Saya sudah pernah dengar tapi belum pernah coba.

Researcher : Bagaimana tanggapan siswa terhadap pelajaran bahasa Inggris buk?

Teacher : Biasa saja, ada yang suka ada yang tidak suka. Sebagian siswa menganggap belajar bahasa Inggris sulit dan membosankan.

Researcher : Baiklah, terimakasih buk atas jawaban dan waktunya.

Teacher : Iya sama-sama.

## **2. After the implementing of Total Physical Response method in learning vocabulary ( Cycle I )**

Researcher : Assalamualaikum.. permisi buk.

Teacher : Waalaikumsalam.

Researcher : Saya ingin bertanya tentang proses pembelajaran hari ini buk.

Teacher : Iya silahkan.

Researcher : Bagaimana pendapat ibuk tentang proses pembelajaran hari ini?

Teacher : Cukup bagus. Mereka sangat antusias, ini adalah respon yang bagus.

Researcher : Bagaimana penguasaan vocabulary siswa setelah penerapan metode TPR buk?

Teacher : Sebagian siswa sangat mudah mengingat dan mengucapkan vocabnya karena langsung di praktekkan dan dilakukan bersama-sama, sebagian lagi tadi masih keasikan gerak-gerak aja, pas di tanya masih agak bingung jawabnya.

Researcher : Apakah ada kekurangan dari pembelajaran hari ini buk?

Teacher : Pembelajaran hari ini sudah cukup bagus, tapi sebagian siswa belum terlalu fokus pada materi, hanya asik melakukan gerakan nya saja.

Researcher : Baiklah buk, terima kasih atas waktu dan jawabannya.

Teacher : Sama-sama.

### **3. After the implementing of Total Physical Response method in learning vocabulary ( Cycle II )**

Researcher : Assalamualaikum buk, selamat pagi..

Teacher : Waalaikumsalam

Researcher : Boleh saya minta waktunya sebentar buk?

Teacher : Iya boleh.. mau nanya apa?

Researcher : Saya ingin bertanya tentang proses pembelajaran tadi buk.. bagaimana pendapat ibuk tentang pengaplikasian metode TPR pada pembelajaran vocabulary hari ini?

Teacher : Sangat baik. Para siswa sangat antusias dalam melakukan praktek vocab tadi, semua siswa sangat aktif dan bersemangat.

Researcher : Bagaimana pendapat ibuk tentang interaksi antara siswa dan guru selama proses pembelajaran?

Teacher : Cukup bagus. Karena kamu ikut mempraktekkan vocabulary bersama mereka, mereka jadi tidak malu untuk mencontoh dan mempraktekkan nya juga.

Researcher : Menurut ibuk apakah penerapan metode ini dapat meningkatkan kemampuan kosa kata mereka buk?

Teacher : Melihat reaksi siswa tadi saya rasa metode ini dapat memperbanyak kosa kata bahasa Inggris mereka. Mereka tidak cepat lupa karena mereka mempraktekkan kata-kata nya secara langsung.

Researcher : Terimakasih atas waktunya buk, saya bersyukur bahwa metode yang diterapkan ini dapat meningkatkan

kemampuan kosa kata mereka, apakah ibuk ingin mencoba menerapkan metode ini juga?

Teacher : Mungkin saya akan mencobanya di pertemuan-pertemuan selanjutnya.



## **APPENDIX 4: The Guidelines and Result of Interview Before and After CAR (Students)**

- **Interview Guidelines**

- 1. Before the implementing of Total Physical Response method in learning vocabulary**

- a. What do you think about English lessons?
- b. What are your difficulties in learning English?
- c. Does your English teacher teach material clearly and pleasantly?
- d. Is there the exercise given by the teacher to improve your vocabulary mastery?

- 2. After the implementing of Total Physical Response method in learning vocabulary ( Cycle I )**

- a. How your opinion about learning English today?
- b. Is it fun learning vocabulary using the TPR method or is it more fun learning as usual?
- c. Do you find it easier to memorize vocabulary?
- d. Is there any difficulties memorizing vocabulary in today's learning?

- 3. After the implementing of Total Physical Response method in learning vocabulary ( Cycle II )**

- a. How your opinion about learning English today?
- b. Did you enjoy the activities done during the learning process?
- c. In your opinion, what are the lacks of today's learning process?
- d. Do you think the TPR method can improve your vocabulary mastery?
- e. Are you motivated to improve your English vocabulary?

- **The Result of Interview**

1. **Before the implementing of Total Physical Response method in learning vocabulary**

Researcher : Bagaimana pendapatmu tentang pelajaran bahasa Inggris?

Student : Biasa aja miss, saya merasa pelajaran bahasa Inggris itu sulit.

Researcher : Mengapa kamu merasa bahasa Inggris itu sulit?

Student : Karena tulisan dan cara bacanya beda miss, gak kayak bahasa Indonesia.

Researcher : Apakah guru bahasa Inggris kamu mengajarkan materi dengan jelas dan menyenangkan?

Student : Ya miss, lumayan menyenangkan.

Researcher : Apakah kosa kata bahasa Inggris kamu sudah banyak?

Student : Belum miss.

Researcher : Apakah kamu mengalami kesulitan menghafal vocabulary?

Student : Iya miss, saya sering lupa artinya, terus pengucapan katanya juga susah miss.

Researcher : Apakah ada latihan yang diberikan guru untuk meningkatkan kemampuan kosa kata kalian?

Student : Ada miss.

Researcher : Latihan seperti apa?

Students : Kami disuruh menghafal vocab setiap hari jumat miss, Habis itu disetor di depan kelas.

2. **After the implementing of Total Physical Response method in learning vocabulary ( Cycle I )**

Researcher : Bagaimana pendapatmu terhadap pembelajaran bahasa Inggris hari ini?

Student : Menyenangkan miss.

Researcher : Apakah menyenangkan belajar kosa kata memakai metode

TPR atau lebih menyenangkan belajar seperti biasanya?

Student : Lebih menyenangkan pakai metode yang seperti tadi lah miss.. lebih seru.

Researcher : Apakah kamu merasa lebih mudah menghafal kosa kata?

Student : Iya miss, karena langsung dipraktekkan jadi gampang di ingat.

Researcher : Apakah ada kesulitan menghafal vocabulary pada pembelajaran hari ini?

Student : Ada miss, karena terlalu senang praktekin kosa kata nya saya jadi agak lupa karena tadi sambil main-main juga miss.

### **3. After the implementing of Total Physical Response method in learning vocabulary ( Cycle II )**

Researcher : Bagaimana pendapatmu terhadap pembelajaran hari ini?

Student : Seru miss.. karena sambil praktek sama-sama jadinya gampang di ingat miss.

Researcher : Jadi menurutmu belajar vocabulary dengan metode TPR menyenangkan ya?

Student : Iya miss.

Researcher : Apakah sekarang kamu masih merasa belajar bahasa Inggris itu sulit?

Student : Ngga lagi miss, kalau seru seperti ini saya suka belajar bahasa Inggris.

Researcher : Menurut kamu, apakah kekurangan dari pembelajaran kita hari ini?

Student : Kekurangan nya saat awal-awal banyak yang masih malu-malu miss nyontohin gerakan nya, tapi lama kelamaan semuanya pada ikutan juga.

Researcher : Apakah penggunaan metode TPR dapat meningkatkan kemampuan kosa kata mu?

Student : Iya miss, saya lebih mudah menghafal kosa kata dan vocabulary saya semakin bertambah.

Researcher : Apakah kamu termotivasi untuk meningkatkan kemampuan kosa kata bahasa Inggris mu?

Student : Iya miss, saya mau meningkatkan hafalan vocabulary saya supaya bisa bicara bahasa Inggris dengan lancar.

## **Student II**

### **1. Before the implementing of Total Physical Response method in learning vocabulary**

Researcher : Bagaimana pendapatmu tentang pelajaran bahasa Inggris?

Student : Sebenarnya suka sih miss, tapi terkadang saya merasa kesulitan juga.

Researcher : Kesulitan seperti apa?

Student : Kosa kata nya banyak banget miss... susah ngapalinnya.

Researcher : Oh begitu.. Apakah guru bahasa Inggris mu menyuruh kalian menghafal vocabulary?

Student : Ya miss, seminggu sekali.

Researcher : Apakah kosa kata bahasa Inggris kamu sudah banyak?

Student : Masih sedikit miss, karena saya suka lupa vocab nya.

Researcher : Kenapa suka lupa?

Student : Gatau miss hehe, hari itu kalo disuruh hafal saya bisa ngapalinnya tapi besoknya saya lupa, suka terbalik balik artinya miss.

Researcher : Apakah guru bahasa Inggris mu mengajar dengan menyenangkan?

Student : Lumayan menyenangkan kok miss.

**2. After the implementing of Total Physical Response method in learning vocabulary ( Cycle I )**

- Researcher : Bagaimana pendapatmu terhadap pembelajaran bahasa Inggris hari ini?
- Student : Saya suka miss, menyenangkan.
- Researcher : Apakah menyenangkan belajar kosa kata memakai metode TPR atau lebih menyenangkan belajar seperti biasanya?
- Student : Kalau saya lebih suka metode ini miss.
- Researcher : Apakah kamu merasa lebih mudah menghafal kosa kata?
- Student : Lumayan miss, seperti nya saya lebih mudah mengingat vocabulary.
- Researcher : Apakah ada kesulitan menghafal vocabulary pada pembelajaran hari ini?
- Student : Teman teman yang lain suara nya pada besar banget miss, saya jadi gak denger kata apa yang miss katakan.

**3. After the implementing of Total Physical Response method in learning vocabulary ( Cycle II )**

- Researcher : Bagaimana pendapatmu terhadap pembelajaran hari ini?
- Student : Menyenangkan miss, saya sangat suka belajar kayak gini.
- Researcher : Jadi menurutmu belajar vocabulary dengan metode TPR menyenangkan ya?
- Student : Iya miss menyenangkan.
- Researcher : Apakah sekarang kamu masih merasa belajar bahasa Inggris itu sulit?
- Student : Sekarang saya jadi suka belajar bahasa Inggris miss, apalagi menghafal vocabulary.
- Researcher : Menurut kamu, apakah kekurangan dari pembelajaran kita hari ini?
- Student : Saya rasa kekurangan nya karena teman teman jadi pada berisik banget miss hehe.

Researcher : Apakah penggunaan metode TPR dapat meningkatkan kemampuan kosa kata mu?

Student : Saya rasa iya miss, karena saya jadi mudah mengingat vocabulary.

Researcher : Apakah kamu termotivasi untuk meningkatkan kemampuan kosa kata bahasa Inggris mu?

Student : Iya miss, mulai sekarang saya jadi semangat belajar bahasa Inggris. Terus kalo udah banyak vocab nya, belajar bab lain juga udah mulai gampang.

## APPENDIX 5

### PRE-TEST

MTs HIDAYATUSSALAM

---

NAME :

CLASS :

**Choose the correct answer with crossing (x) a,b,c, or d!**

1. Before go to school, you must ..... first.  
a. Breakfast      c. Dinner  
b. Lunch          d. Sleep
2. A : Do you like swimming?  
B : .....  
a. Yes, I do      c. Yes, I am  
b. No, I do      d. Yes, I like
3. Beside reading book in the class, the students also can .... book in the library.  
a. Jump          c. Go  
b. Eat            d. Read
4. The students ... on chair.  
a. Stand up      c. Write  
b. Sit            d. Jump

**Look the following picture to answer the questions number 5 and 6**



5. What things can you find in picture?  
a. Table, chair, apple      c. Door, window, bookshelf  
b. Apple, books, chicken    d. Globe, clock, shoes

6. How many tables are in the picture?  
 a. Six                      c. Eight  
 b. Five                     d. Nine
7. We can do fishing in the...  
 a. Yard                    c. Mountain  
 b. Park                    d. Sea
8. Your room is very dirty.  
 Mother said : “ Please .... the floor!”  
 a. Wash                    c. Think  
 b. See                      d. Sweep
9. Sally loves his cats very much.  
 The synonym of underlined word is....  
 a. Ignore                   c. Adore  
 b. Hate                    d. Regret
10. Dita : Ricky, give me the marker!  
 Ricky : .....
- a. All right, here it is                      c. Don't make noise!  
 b. I want to eat cookies                   d. Bring the book please!
11. I often watch the ..... at night.  
 a. Television            c. Megazines  
 b. Radio                   d. Picture
12. My father always ..... the coffee every morning.  
 a. Drink                    c. Bring  
 b. Buy                      d. Give

**Please read the text carefully to answer questions number 13 to 15 !**

Dayu gets up at 5. a.m. She takes a bath at 5.30 a.m, then she goes to school at 6.00 a.m, She goes home at 12.30 a.m. Dayu has dinner at 7 in the evening, then at 9. p.m she goes to bed.

13. What time does Dayu gets up everyday?  
 a. Five o'clock    c. Seven o'clock  
 b. Six o'clock     d. Eight o'clock



14. What time does Dayu go home from school?  
a. A half past ten                      c. A quarter past ten  
b. A half past twelve                  d. A quarter past twelve
15. "Go home from school"  
The underlined word has the antonym with....  
a. Bring                                  c. Arrived  
b. Come                                  d. Looking
16. This room is ..... Turn on the AC, please.  
a. Shiny                                  c. Dark  
b. Hot                                      d. Bright
17. The students write their task in...  
a. Whiteboard                          c. Lesson book  
b. Chair                                    d. Exercise book
18. Sonia wants a new doll for her birthday gift. Tomorrow, Sonia and her parents will ... to shop to buy the doll for Sonia.  
a. Eat                                      c. Sleep  
b. Go                                        d. Clean
19. .... is a place in the school to buy some foods or drinks. What place is this ?  
a. Canteen                              c. Toilet  
b. Library                                d. Office
20. The room for student to study is .....  
a. Laboratorium                      c. Class  
b. Canteen                              d. Parking area
21. Dian .... banana is very delicious.  
a. Listen                                  c. Wash  
b. Say                                      d. Sweep

**Read the dialogue carefully to answer questions number 22 to 25**

Jojo : "What do you wear when you go jogging?"

Gian : "I wear shorts and T-shirt".

Jojo : "Do you also wear shoes and shocks ?"

Gian : "Yes, I do. What do you wear when you go to school, Jojo?"

Jojo : "I wear uniform".

Gian : "Do you also wear your cap?"

Jojo : " Yes, I do".

22. What does Gian wear when he goes jogging?

- a. Pillow      c. Uniform
- b. Hijab      d. T-shirt

23. What does Gian wear when he is at school?

- a. Whiteboard      c. Bottle
- b. Wall      d. Uniform

24. How many persons are there in the dialogue?

- a. 2 person      c. 4 person
- b. 3 person      d. 5 person

25. Who the person that wear the cap in the school?

- a. Gian      c. Gian and Jojo
- b. Jojo      d. Nothing

## PRE-TEST

### MTs HIDAYATUSSALAM

NAME : Khairul Anisa

CLASS : VII - 1

52

Choose the correct answer with crossing (x) a,b,c, or d!

1. ✓ Before go to school, you must .... first.  
☒ a. Breakfast      c. Dinner  
b. Lunch      d. Sleep
2. ✗ A : Do you like swimming?  
B : .....  
a. Yes, I do      ✗ c. Yes, I am  
b. No, I do      d. Yes, I like
3. ✓ Beside reading book in the class, the students also can .... book in the library.  
a. Jump      c. Go  
b. Eat      ✗ d. Read
4. ✓ The students ... on chair.  
a. Stand up      c. Write  
✗ b. Sit      d. Jump

Look the following picture to answer the questions number 5 and 6



5. ✗ What things can you find in picture?  
a. Table, chair, apple      c. Door, window, bookshelf  
b. Apple, books, chicken      ✗ d. Globe, clock, shoes

## PRE-TEST

### MTs HIDAYATUSSALAM

NAME : Siti Syaharani

CLASS : VII-1

GA

Choose the correct answer with crossing (x) a,b,c, or d!

1. Before go to school, you must ..... first.

- ☒ a. Breakfast      c. Dinner  
☐ b. Lunch          d. Sleep

2. A : Do you like swimming?

B : .....

- ☒ a. Yes, I do          c. Yes, I am  
☐ b. No, I do          d. Yes, I like

3. Beside reading book in the class, the students also can .... book in the library.

- ☒ a. Jump              c. Go  
☐ b. Eat                ☒ d. Read

4. The students ... on chair.

- ☒ a. Stand up          c. Write  
☒ b. Sit                  d. Jump

Look the following picture to answer the questions number 5 and 6



5. What things can you find in picture?

- ☒ a. Table, chair, apple      c. Door, window, bookshelf  
☐ b. Apple, books, chicken    d. Globe, clock, shoes

## APPENDIX 6

### POST-TEST I

MTs HIDAYATUSSALAM

---

NAME :

CLASS :

**Choose the correct answer with crossing (x) a,b,c, or d!**

1. Rita, please .... this cake for your grand mother.  
a. Give                      c. Touch  
b. Eat                      d. Sit
2. When teacher enter the class, the class leader say “.....”  
a. Sit down              c. Sing  
b. Stand up              d. Call

**Look the following picture to answer the questions number 3 to 4**



3. What is he doing?  
a. Sit                      c. Jump  
b. Stand up              d. Go

4. What color are the shirt used by him?

- a. Red                      c. Green
- b. Yellow                d. Blue

5. I seldom come late to school.

The underlined word has antonym with the word...

- a. Often                  c. Like
- b. Never                d. Sometimes

6. Sissy always goes to Bali when holiday.

The closest meaning of the underlined word is...

- a. Never                c. Often
- b. Like                  d. Seldom

7. My grandfather always call my mother by...

- a. Handphone    c. Newspaper
- b. Radio            d. Megazines

**Read the dialogue carefully to answer questions number 8 and 9!**

Dian : Dino, how are you?

Dino : I am fine Dian, how about you?

Dian : I am fine too. Where will you go?

Dino : I will go fishing. This is my hobby that I do every week.

Dian : It sounds good.

Dino : And you? Where will you go?

Dian : I will go camping near the Muara Buana river.

Dino : Let's go together because I fish at that river too.

Dian : Ok, let's go.

8. When did Dino done his hobby?
- a. Every week                      c. Everyday  
b. Every month                      d. Every night
9. Where will they go fishing and camping?
- a. River                      c. Zoo  
b. Mountain                      d. Muara Buana river
10. Don't.... before you try.
- a. Get up                      c. Pass away  
b. Give up                      d. Get away
11. Your room is very dirty.  
Mother said : “ Please .... your room!”
- a. Jump                      c. Go  
b. See                      d. Clean
12. A : Will Ayu come here now?  
B : I doubt if she will come now.
- The underlined sentence express...
- a. Happy                      c. Uncertainly  
b. Suprise                      d. Apology
13. A : Rian, could you help me?  
B : Of course.  
A : Let me .... your pen please, because mine is lost.  
B : There it is.
- a. Go                      c. Borrow  
b. Sleep                      d. Walk
14. Teacher said : “ ..... your book page 50!”
- a. Close                      c. Open  
b. Sing                      d. Take

15. My brother usually playing the ..... on my mom's smartphone.  
a. Guitar                      c. Piano  
b. Bicycle                     d. Game
16. Sonia wants a new doll for her birthday gift. Tomorrow, Sonia and her parents will ... to shop to buy the doll for Sonia.  
a. Give                         c. Sleep  
b. Write                        d. Go
17. I .... the clown at the my friend's birthday party yesterday.  
a. Call                         c. Take  
b. See                         d. Drink
18. Ayu : Amir, give me the marker!  
Amir : .....  
a. All right, here it is                      c. Don't make noise!  
b. I want to eat cookies                    d. Bring the book please!
19. Clara : Can you ... a song?  
Tiara : What song?  
Clara : Up to you.  
  
a. Sit                         c. Sing  
b. Stand up                d. See
20. This room is ..... Turn on the AC, please.  
a. Shiny    c. Dark  
b. Hot                        d. Bright
21. I... glass of milk this morning.  
a. Drink                        c. Drank  
b. Drunk                       d. Drinking

**Read the text carefully to answer questions number 22 to 25**

### **A Pet Cat**

Ira has a very cute pet cat named Mengmeng. It was born five months ago in the attic of a neighbour with other three siblings which now live in different places. When Mengmeng was a little kitten, Ira took pity on her because her mother used to leave her for hunting so that the kitten often went hungry. Since then, Ira fed her at least twice a day and now they become good friends.



22. What is the name of Ira's cat?
- a. Cat
  - b. Ira
  - c. Mengmeng
  - d. Cute
23. How old is Ira's cat now?
- a. 4 months
  - b. 5 months
  - c. 6 months
  - d. 7 months
24. Where was Mengmeng was born?
- a. Ira's home
  - b. Hospital
  - c. Yard
  - d. Attic
25. Why Ira took pity on Mengmeng?
- a. Because Mengmeng's mom go to hunting
  - b. Because Ira love cat so much
  - c. Because Mengmeng was sick
  - d. Because Mengmeng is cute cat

## POST-TEST I

MTs HIDAYATUSSALAM

NAME : Khairul Anisa

CLASS : VII-1



Choose the correct answer with crossing (x) a,b,c, or d!

1. ☒ Rita, please .... this cake for your grand mother.
- a. Give                      c. Touch
- ☒ Eat                      d. Sit
2. ☒ When teacher enter the class, the class leader say "....."
- a. Sit down              c. Sing
- ☒ Stand up              d. Call

Look the following picture to answer the questions number 3 to 4



3. ☒ What is he doing?
- a. Sit                      ☒ Jump
- b. Stand up              d. Go

## POST-TEST 1

MTs HIDAYATUSSALAM

NAME : Siti Syaharani

CLASS : VII-1

80

Choose the correct answer with crossing (x) a,b,c, or d!

1. Rita, please .... this cake for your grand mother.

- ☒ a. Give                      c. Touch  
b. Eat                      d. Sit

2. When teacher enter the class, the class leader say "....."

- a. Sit down                      c. Sing  
☒ d. Stand up                      d. Call

Look the following picture to answer the questions number 3 to 4



3. What is he doing?

- a. Sit                      ☒ c. Jump  
b. Stand up                      d. Go

## APPENDIX 7

### POST-TEST II

#### MTs HIDAYATUSSALAM

---

NAME :

CLASS :

**Choose the correct answer with crossing (x) a,b,c, or d!**

1. A : Do you like painting?  
B : .....  
a. Yes, I do            c. Yes, I am  
b. No, I do            d. Yes, I like
2. Don't.... before you try.  
a. Get up            c. Give up  
b. Stand up            d. Get away
3. When teacher enter the class, the class leader say "....."  
a. Stand up            c. Sing  
b. Sit down            d. Call
4. Beside reading book in the class, the students also can .... book in the library.  
a. Jump            c. Go  
b. Eat            d. Read
5. You sleep on the...  
a. Table            c. Floor  
b. Chair            d. Bed
6. Jennie : Hey Lisa, what is your planning on the weekend?  
Lisa : I think I will visit my grandparents with my mother.  
Jennie : Ok, have a nice weekend Lisa!

The underlined word has same meaning with....

- a. Thought      c. Seldom
- b. Never      d. Want

**Look the following picture to answer the questions number 7**



- 7. Where was this photo taken?
  - a. Bank      c. Zoo
  - b. Police Station      d. Park
- 8. Animal that can fly is...
  - a. Elephant      c. Mosquito
  - b. Ant      d. Penguin
- 9. The teacher .... on the whiteboard using marker.
  - a. Read      c. Write
  - b. Eat      d. Sweep
- 10. If someone ask you, you must .... it.
  - a. Say      c. Take
  - b. Answer      d. Listen
- 11. When you want to read some books, you go to the...
  - a. Library      c. Mosque
  - b. Canteen      d. Toilet

12. The room for student to study is .....
- a. Laboratorium                      c. Class
  - b. Canteen                              d. Parking area

13. Inem        : Can you ... a song?  
Tuti         : What song?  
Inem        : Up to you.

- a. Sit                                      c. See
- b. Stand up                              d. Sing

**Please read the text carefully to answer questions number 14 to 15 !**

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

14. Peter is interested in sports very much, and at school he plays football and tennis.

The underlined phrase can be replaced by ....

- a. Really likes sports                      c. Dislike sports
- b. Hates sport very much                      d. Find sports not really entertaining

15. What is the text mostly about?

- a. Peter                                      c. Peter's brother
- b. Peter's hobby                              d. Peter's family

16. The students write their task in...

- a. Whiteboard                      c. Lesson book
- b. Chair                                      d. Exercise book

17. Sally loves his cats very much.

The synonym of underlined word is....

- a. Ignore                                      c. Adore
- b. Hate    d. Regret

18. .... is a place in the school to buy some foods or drinks. What place is this ?

- |            |           |
|------------|-----------|
| a. Canteen | c. Toilet |
| b. Library | d. Office |

19. Teacher said : “ .... your book page 10!”

- |          |         |
|----------|---------|
| a. Close | c. Open |
| b. Sing  | d. Take |

20. I .... the clown at the my friend’s birthday party yesterday.

- |         |          |
|---------|----------|
| a. Run  | c. See   |
| b. Cook | d. Drink |

21. Rian : Do you bring the book you borrowed yesterday?

Riza : Oh... I will bring tomorrow, I promise.

- |                  |                  |
|------------------|------------------|
| a. I forget      | c. I’m happy     |
| b. I intended to | d. I’m seriously |

22. I... glass of milk this morning.

- |          |             |
|----------|-------------|
| a. Drink | c. Drank    |
| b. Drunk | d. Drinking |

23. The synonym of “famous” is...

- |               |               |
|---------------|---------------|
| a. Well-known | c. Recognized |
| b. Bad        | d. Arrogant   |

**Read the dialogue carefully to answer questions number 24 and 25!**

A : Hey, did you saw the breaking news last night?

B : No, I didn’t. What’s going on?

A : There is hit and run incident in Bangau street, and the victim killed.

B : Are you seriously? It’s near from here.

A : Ya, I know. I’m really sad for the victim.

B : Why?

A : Because the culprit ran away.

24. What are they talking about?

- |                         |                           |
|-------------------------|---------------------------|
| a. Hit and run incident | c. Scary with the culprit |
| b. The culprit ran away | d. Breaking news          |

25. Where is the place that hit and run incident happen?

- |                  |                   |
|------------------|-------------------|
| a. Bangau street | c. Police station |
| b. House         | d. Street         |



## POST-TEST II

### MTs Hidayatussalam

NAME : Khairul Anisa

CLASS : VII-1



Choose the correct answer with crossing (x) a,b,c, or d!

1. A : Do you like painting?

B : .....

- ☒ a. Yes, I do      c. Yes, I am  
b. No, I do      d. Yes, I like

2. Don't.... before you try.

- ☒ a. Get up      ☒ c. Give up  
b. Stand up      d. Get away

3. When teacher enter the class, the class leader say "....."

- ☒ a. Stand up      c. Sing  
b. Sit down      d. Call

4. Beside reading book in the class, the students also can .... book in the library.

- ☒ a. Jump      ☒ c. Go  
b. Eat      d. Read

5. You sleep on the...

- ☒ a. Table      c. Floor  
b. Chair      ☒ d. Bed

☒ 6. Jennie : Hey Lisa, what is your planning on the weekend?

Lisa : I think I will visit my grandparents with my mother.

Jennie : Ok, have a nice weekend Lisa!

## POST-TEST II

### MTs HIDAYATUSSALAM

NAME : Siti Syaharani

CLASS : VII A

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Choose the correct answer with crossing (x) a,b,c, or d!

1. A : Do you like painting?

B : .....

☒ a. Yes, I do

c. Yes, I am

b. No, I do

d. Yes, I like

2. Don't.... before you try.

a. Get up

☒ c. Give up

b. Stand up

d. Get away

3. When teacher enter the class, the class leader say "....."

☒ a. Stand up

c. Sing

b. Sit down

d. Call

4. Beside reading book in the class, the students also can .... book in the library.

a. Jump

☒ c. Go

b. Eat

d. Read

5. You sleep on the...

a. Table

c. Floor

b. Chair

☒ d. Bed

6. Jennie : Hey Lisa, what is your planning on the weekend?

Lisa : I think I will visit my grandparents with my mother.

Jennie : Ok, have a nice weekend Lisa!

## **APPENDIX 8**

### **KEY ANSWER OF PRE TEST**

1. A	11. A	21. B
2. A	12. A	22. D
3. D	13. A	23. D
4. B	14. D	24. A
5. A	15. B	25. B
6. D	16. B	
7. D	17. D	
8. D	18. B	
9. C	19. A	
10. A	20. C	

## **APPENDIX 9**

### **KEY ANSWER OF POST TEST I and II**

#### **CYCLE I**

1. A	11. D	21. C
2. B	12. C	22. C
3. C	13. C	23. B
4. D	14. C	24. D
5. A	15. D	25. A
6. A	16. D	
7. A	17. B	
8. A	18. A	
9. D	19. C	
10. B	20. B	

#### **CYCLE II**

1. A	11. A	21. A
2. C	12. C	22. C
3. A	13. D	23. A
4. C	14. A	24. A
5. D	15. A	25. A
6. A	16. D	
7. C	17. C	
8. C	18. A	
9. C	19. C	
10. B	20. C	

**APPENDIX 10 : Students' Name and Initial**

<b>No</b>	<b>Name</b>	<b>Initial</b>
1	Adava Rizky Dermawan	ARD
2	Ahmad Badawi	AB
3	Aldo Pratama	AP
4	Andika Dwitama	AD
5	Ardina Riska Pratiwi	ARP
6	Azizan Tri Ramadhan	ATR
7	Dini Tri Wardani	DTW
8	Farel Fareza	FF
9	Jefry Alamsyah	JA
10	Khairul Anisa	KA
11	Khairil	KH
12	M. Fadil	MF
13	M. Fajar Hidayat	MFH
14	M. Irfan	MI
15	M.Tahir Rangkuti	MTR
16	Miftahul Bahiya Tambunan	MBHT
17	Miftahul Bajilah Tambunan	MBJT
18	Moreno Dinata	MD
19	Pian Indra	PI
20	Putri Anggraini	PA
21	Reno Aditya	REA
22	Rayshan Aditya	RAA
23	Rizky Darma	RD
24	Siti Syaharani	SS
25	Widodo Ramdhan	WR

**APPENDIX 11: Students' Attendance List**

No	Name of Students	Meeting					
		1	2	3	4	5	6
1	Adava Rizky Dermawan	✓	✓	✓	✓	✓	✓
2	Ahmad Badawi	✓	✓	✓	✓	✓	✓
3	Aldo Pratama	✓	✓	✓	✓	✓	✓
4	Andika Dwitama	✓	✓	✓	✓	✓	✓
5	Ardina Riska Pratiwi	✓	✓	✓	✓	✓	✓
6	Azizan Tri Ramadhan	✓	✓	✓	✓	✓	✓
7	Dini Tri Wardani	✓	✓	✓	✓	✓	✓
8	Farel Fareza	✓	✓	✓	✓	✓	✓
9	Jefry Alamsyah	✓	✓	✓	✓	✓	✓
10	Khairul Anisa	✓	✓	✓	✓	✓	✓
11	Khairil	✓	✓	✓	✓	✓	✓
12	M. Fadil	✓	✓	✓	✓	✓	✓
13	M. Fajar Hidayat	✓	✓	✓	✓	✓	✓
14	M. Irfan	✓	✓	✓	✓	✓	✓
15	M.Tahir Rangkuti	✓	✓	✓	✓	✓	✓
16	Miftahul Bahiya Tambunan	✓	✓	✓	✓	✓	✓
17	Miftahul Bajilah Tambunan	✓	✓	✓	✓	✓	✓
18	Moreno Dinata	✓	✓	✓	✓	✓	✓
19	Pian Indra	✓	✓	✓	✓	✓	✓
20	Putri Anggraini	✓	✓	✓	✓	✓	✓
21	Reno Aditya	✓	✓	✓	✓	✓	✓
22	Rayshan Aditya	✓	✓	✓	✓	✓	✓
23	Rizky Darma	✓	✓	✓	✓	✓	✓
24	Siti Syaharani	✓	✓	✓	✓	✓	✓
25	Widodo Ramdhan	✓	✓	✓	✓	✓	✓

## **APPENDIX 12: Diary Notes**

### **The First Meeting (26<sup>th</sup> August 2020)**

In the first meeting, the researcher and the English teacher came to class. The researcher introduced herself to students, and informed the researcher's purpose for coming to the class. After that, the researcher observed the class condition and also teaching and learning process at that time. There are 25 students in this class, 7 girls and 18 boys. The students are welcome and friendly to the researcher. Students in VII-1 class are quite active in learning process.

After learning process ended, the researcher interviewed some students and the teacher also. The researcher conduct the interview with random students to know their opinion about learning English especially learning vocabulary. Based on the result of interview of the teacher, students in this class had difficulties in memorizing vocabulary. Based on the result of interview of the students, some of them argued that problem in memorizing vocabulary is because difficult in pronounce the words and they forgot the meaning of words quickly. Also one of student said that there were too many vocabulary, so it's difficult to memorize them all.

### **The Second Meeting (28<sup>th</sup> August 2020)**

In the second meeting, the researcher gave the pre-test to the and ask them to answer the test in 30 minutes. When the students were doing the test, some of them look confused and talk each other. The researcher still control and watching the students, when they asked the question the researcher try to answer it clearly. When the time is over, the researcher collected their answer sheet.

### **The Third Meeting (2<sup>nd</sup> September 2020)**

In the third meeting, the researcher done teaching and learning process. The researcher explained the material about vocabulary, content verbs, and nouns. Students listened to researcher's explanation and they paid attention. The researcher asked the students to demonstrate the word, and there were no students who wanted to become volunteers. So, the researcher demonstrate the word first and students followed the researcher. The students were interested and excited about the learning process today. I demonstrate the word easily and fun as best I can, and it make students feel enjoy when learning process. There are some students still make some noise and not too focused on material but the learning process goes well today. The English teacher kept observing everything that the researcher did in the classroom.

### **The Fourth Meeting (4<sup>th</sup> September 2020)**

This was the fourth meeting. The class started at 09.30 a.m. In this meeting, the researcher also teaching English vocabulary by using TPR method, and before it the researcher reminded students about previous meeting material. After that, the researcher ask students to make a group and play the game with guessing the sentences.

In this game, students who were the volunteers demonstrate the sentences and the members of group guess the answer. They really enjoy when played the game. After the game finished, the researcher gave the post-test one. The researcher give 30 minutes to answer the test. When the time was over, the teacher collect the answer sheets. At the end of lesson, the researcher closing the meeting



and remind the students to study at home and they can asked the researcher in the next meeting if they didn't understand the material which taught today.

### **The Fifth Meeting (9<sup>th</sup> September 2020)**

Today the class started 07.30 a.m. The researcher started the class by greeting, pray, and check the attendance list. Before given the new material, the researcher reviewed the last meeting material. The researcher reminded the students about the vocabularies and the sentences that taught at previous meetings. After that, the researcher began the lesson today with given new vocabularies. All students focus on researcher's explanation.

In this meeting, the students seems more active and bravely than the previous meetings. It proves when researcher ask them to demonstrate the vocabulary words in front of class, all students put their hands up. It means all of them want to demonsrate the words. When question section, some of students give the questions to the researcher, the researcher answer the question clearly and make it easy to understand by them.

Students were enthusiastic in teaching and learning process today and make the class noisy. At the end, the researcher and students repeat the vocabulary words together. The researcher also reminded them to memorize the vocabularies that taught today as their homework.

### **The Sixth Meeting (11<sup>th</sup> September 2020)**

This was the last meeting in procedure of research. The researcher opened the class with greetings, pray and check the students' attendance list. Before taught the lesson, the researcher reminded the students about the last meeting material. As usual, the researcher taught the material that have been prepared. Before the learning process was end, the researcher gave the post-test two. The researcher shared the worksheets and students has 30 minutes to answer the test.

Because this was the last meeting, the researcher also conducted the interview to students and teacher. Students argued the TPR method is really fun method to learning vocabulary. They really enjoy to study with this method, it make them easier to memorize the vocabularies. The teacher said the TPR method is a suitable method to teaching vocabulary. The teacher also said she want to used this method in next chance. And the last, the researcher gave the motivation to students to always memorize the vocabulary everyday at least 5 vocabulary in a day. The researcher also say thanks to students and teachers because they had help the researcher to followed the procedure of this research.

## APPENDIX 13: Documentation











KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Willem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-7677/ITK/ITK.V.3/PP.00.9/07/2020

15 Juli 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MTs Hidayatussalam

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Ika Nurhalimah Lbs  
NIM : 0304162133  
Tempat/Tanggal Lahir : Medan, 10 Maret 1999  
Program Studi : Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : Jalan Merpati Gg. Merpati 3  
Bandar Khalifah, Kecamatan  
Percut Sei Tuan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Hidayatussalam, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

***Improving Students' Vocabulary Mastery Through Total Physical Response Method at Seventh Grade Students of MTs Hidayatussalam***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 15 Juli 2020

a.n. DEKAN

Wakil Dekan Bidang Akademik dan  
Kelembagaan



*Digitally Signed*

**Drs. RUSTAM, MA**

NIP. 196809201995031002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

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**YAYASAN PENDIDIKAN HIDAYATUSSALAM**  
**MADRASAH TSANAWIYAH HIDAYATUSSALAM**  
**KEC. PERCUT SEI TUAN KAB. DELI SERDANG**

Alamat: Jl. Puskesmas No. 102 Desa Bandar Khalipah Kec. Percut Sei Tuan Kab. Deli Serdang 20071 Telp: 061 7001040 Fax: 061 7001043

No : 020MTS/YPHS/BKH/LX/2020  
Hal : Surat Balasan Telah Melaksanakan Riset

Bandar Khalipah, 17 September 2020

Kepada Yth:  
Wakil Dekan Akademik dan Kelembagaan  
UINS-SU Medan  
di- Tempat

Assalamu'alaikum, Wr.Wb

Dengan Hormat, berdasarkan Surat Nomor B-7677/ITK/ITK.V.3/PP.00.9/07/2020 Perihal mohon izin melaksanakan Riset kepada mahasiswa Atas nama :

Nama : Ika Nurhalimah Lbs  
NIM : 0304162133  
Program Studi : Pendidikan Bahasa Inggris  
Semester : VIII

Bersama ini kami sampaikan bahwa mahasiswa tersebut diatas benar telah melaksanakan Riset di Madrasah yang saya pimpin terhitung mulai dari tanggal 26 Agustus 2020

Demikian surat ini kami sampaikan atas perhatiannya kami ucapkan terima kasih.

Wassalam

Kepala MTS Hidayatussalam

M. Syahrani, S.Pd

## **Autobiography**

Name : Ika Nurhalimah Lbs  
Student Number : 0304162133  
Place/ Date of Birth : Medan, March 10<sup>th</sup> 1999  
Sex : Female  
Address : Jl. M.Yakub Lubis gg. Merpati 3 Bandar Khalipah  
Name of Father : Najamuddin Lubis  
Name of Mother : Dahlia

### **Educational Background :**

- Elementary School : SD Psantren Guppi Medan
- Junior High School : SMP N 17 Medan
- Senior High School : SMA N 11 Medan
- Student of English Education Department Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera Medan.